

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>

**Silver Star Elementary School**  
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Vancouver, WA 98662  
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[www.evergreenps.org](http://www.evergreenps.org)

Principal  
Janet Locascio

## 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

	Silver Star	District	State
<b>Enrollment</b>	493	26,191	1,038,345
<b>Gender (October 2008)</b>			
Male	52.7%	51.5%	51.5%
Female	47.3%	48.5%	48.5%
<b>Ethnicity (October 2008)</b>			
American Indian/Alaskan Native	0.4%	1.2%	2.6%
Asian	3.9%	7.6%	7.9%
Pacific Islander	1.0%	1.2%	0.7%
Asian/Pacific Islander	4.9%	8.9%	8.6%
Black	2.6%	3.8%	5.5%
Hispanic	9.3%	8.8%	15.3%
White	78.7%	73.1%	64.8%
<b>Special Programs</b>			
Free or Reduced-Price Meals (May 2009)	55.0%	39.7%	40.4%
Special Education (May 2009)	18.1%	13.0%	12.7%
Transitional Bilingual (May 2009)	13.6%	8.0%	8.0%
<b>Other Information</b>			
Unexcused Absence Rate (2008-09)	0.2%	0.4%	0.4%
<b>Teacher Information (2008-09)</b>			
Classroom Teachers	31	1,441	59,562
Average Years of Teacher Experience	12.3	11.4	12.5
Teachers with at least a Master's Degree	77.4%	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.

<b>3rd Grade Reading</b>			
	<b>Number tested</b>	<b>% who met standard</b>	<b>% who did not meet standard</b>
State	75,688	71.4%	28.6%
District	1,920	68.8%	31.2%
School	59	63.1%	36.9%
American Indian	N/A	N/A	N/A
Asian	2	N<required	N<required
Asian / Pacific Islander	2	N<required	N<required
Black	2	N<required	N<required
Female	31	68.8%	31.2%
Hispanic	4	N<required	N<required
Male	28	53.3%	46.7%
Pacific Islander	N/A	N/A	N/A
White	49	61.5%	38.5%
Limited English	8	N<required	N<required
Low Income	36	59.5%	40.5%
Special Education	10	15.4%	84.6%
Title 1 Targeted Reading	10	40.0%	60.0%
Continuously Enrolled	58	62.1%	37.9%

<b>3rd Grade Math</b>			
	<b>Number Tested</b>	<b>% who met standard</b>	<b>% who did not meet standard</b>
State	75,803	66.3%	33.7%
District	1,924	64.6%	35.4%
School	60	58.1%	41.9%
American Indian	N/A	N/A	N/A
Asian	2	N<required	N<required
Asian / Pacific Islander	2	N<required	N<required
Black	2	N<required	N<required
Female	31	53.1%	46.9%
Hispanic	4	0.0%	100.0%
Male	29	63.3%	63.3%
Pacific Islander	N/A	N/A	N/A
White	50	55.8%	44.2%
Limited English	8	N<required	N<required
Low Income	37	56.8%	43.2%
Special Education	11	7.7%	92.3%
Title 1 Targeted Reading	10	30.0%	70.0%
Continuously Enrolled	58	58.6%	41.4%

**4th Grade Reading**

	<b>Number Tested</b>	<b>% who met standard</b>	<b>% who did not meet standard</b>
State	75,742	73.6%	26.4%
District	1,984	70.4%	29.6%
School	92	54.3%	45.7%
American Indian	1	N<required	N<required
Asian	9	N<required	N<required
Asian / Pacific Islander	10	70.0%	30.0%
Black	2	N<required	N<required
Female	45	55.6%	44.4%
Hispanic	2	N<required	N<required
Male	47	53.2%	46.8%
Pacific Islander	1	N<required	N<required
White	76	52.6%	47.4%
Limited English	10	15.4%	84.6%
Low Income	9	N<required	N<required
Special Education	55	45.5%	54.5%
Title 1 Targeted Reading	16	12.5%	87.5%
Continuously Enrolled	89	55.1%	44.9%

**4th Grade Math**

	<b>Number Tested</b>	<b>% who met standard</b>	<b>% who did not meet standard</b>
State	75,803	52.3%	47.7%
District	1,979	48.7%	51.3%
School	92	32.6%	67.4%
American Indian	1	N<required	N<required
Asian	9	N<required	N<required
Asian / Pacific Islander	10	30.0%	70.0%
Black	2	N<required	N<required
Female	45	33.3%	66.7%
Hispanic	2	N<required	N<required
Male	47	31.9%	68.1%
Pacific Islander	1	N<required	N<required
White	76	31.6%	68.4%
Limited English	11	7.7%	92.3%
Low Income	9	N<required	N<required
Special Education	55	30.9%	69.1%
Title 1 Targeted Reading	16	12.5%	87.5%
Continuously Enrolled	89	33.7%	66.3%

**4th Grade Writing**

	<b>Number Tested</b>	<b>% who met standard</b>	<b>% who did not meet standard</b>
State	74,281	60.4%	39.6%
District	1,929	63.2%	36.8%
School	92	57.6%	42.4%
American Indian	1	N<required	N<required
Asian	9	N<required	N<required
Asian / Pacific Islander	10	80.0%	20.0%
Black	2	N<required	N<required
Female	45	68.9%	31.1%
Hispanic	2	N<required	N<required
Male	47	46.8%	53.2%
Pacific Islander	1	N<required	N<required
White	76	55.3%	44.7%
Limited English	9	N<required	N<required
Low Income	55	54.5%	45.5%
Special Education	23	34.8%	65.2%
Title 1 Targeted Reading	16	12.5%	87.5%
Continuously Enrolled	89	59.6%	40.4%

**5th Grade Reading**

	<b>Number Tested</b>	<b>% who met standard</b>	<b>% who did not meet standard</b>
State	75,627	74.0%	26.0%
District	2,012	72.8%	27.2%
School	89	71.9%	28.1%
American Indian	N/A	N/A	N/A
Asian	3	N<required	N<required
Asian / Pacific Islander	4	N<required	N<required
Black	2	N<required	N<required
Female	42	64.3%	35.7%
Hispanic	7	N<required	N<required
Male	47	78.7%	21.3%
Pacific Islander	1	N<required	N<required
White	75	74.7%	25.3%
Limited English	6	N<required	N<required
Low Income	47	63.8%	36.2%
Special Education	17	35.3%	64.7%
Title 1 Targeted Reading	1	N<required	N<required
Continuously Enrolled	84	71.4%	28.6%

**5th Grade Math**

	<b>Number Tested</b>	<b>% who met standard</b>	<b>% who did not meet standard</b>
State	75,681	61.9%	38.1%
District	2,012	64.4%	35.6%
School	89	57.3%	42.7%
American Indian	N/A	N/A	N/A
Asian	3	N<required	N<required
Asian / Pacific Islander	4	N<required	N<required
Black	2	N<required	N<required
Female	42	54.8%	45.2%
Hispanic	7	N<required	N<required
Male	47	59.6%	40.4%
Pacific Islander	1	N<required	N<required
White	75	61.3%	38.7%
Limited English	6	N<required	N<required
Low Income	47	48.9%	51.1%
Special Education	17	11.8%	88.2%
Title 1 Targeted Reading	1	N<required	N<required
Continuously Enrolled	84	57.1%	42.9%

**5th Grade Science**

	<b>Number Tested</b>	<b>% who met standard</b>	<b>% who did not meet standard</b>
State	75,532	44.9%	55.1%
District	2,011	49.6%	50.4%
School	89	29.2%	70.8%
American Indian	N/A	N/A	N/A
Asian	3	N<required	N<required
Asian / Pacific Islander	4	N<required	N<required
Black	2	N<required	N<required
Female	42	26.2%	73.8%
Hispanic	7	N<required	N<required
Male	47	31.9%	68.1%
Pacific Islander	1	N<required	N<required
White	75	32.0%	68.0%
Limited English	6	N<required	N<required
Low Income	47	23.4%	76.6%
Special Education	17	0.0%	100.0%
Title 1 Targeted Reading	1	N<required	N<required
Continuously Enrolled	84	28.6%	71.4%

## 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/>

