

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>

Sunset Elementary School
9001 NE 95th St.
Vancouver, WA 98662
360.604.6900
www.evergreenps.org

Principal
Michael Martin

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

	Sunset	District	State
Enrollment	597	26,191	1,038,345
Gender (October 2008)			
Male	54.1%	51.5%	51.5%
Female	45.9%	48.5%	48.5%
Ethnicity (October 2008)			
American Indian/Alaskan Native	1.7%	1.2%	2.6%
Asian	4.2%	7.6%	7.9%
Pacific Islander	2.2%	1.2%	0.7%
Asian/Pacific Islander	6.4%	8.9%	8.6%
Black	2.5%	3.8%	5.5%
Hispanic	9.5%	8.8%	15.3%
White	74.9%	73.1%	64.8%
Special Programs			
Free or Reduced-Price Meals (May 2009)	49.7%	39.7%	40.4%
Special Education (May 2009)	10.4%	13.0%	12.7%
Transitional Bilingual (May 2009)	18.9%	8.0%	8.0%
Other Information			
Unexcused Absence Rate (2008-09)	0.1%	0.4%	0.4%
Teacher Information (2008-09)			
Classroom Teachers	35	1,441	59,562
Average Years of Teacher Experience	12.1	11.4	12.5
Teachers with at least a Master's Degree	65.7%	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.

3rd 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	117	77.8%	22.2%
American Indian	1	N<required	N<required
Asian	7	N<required	N<required
Asian / Pacific Islander	10	70.0%	30.0%
Black	3	N<required	N<required
Female	52	78.8%	21.2%
Hispanic	7	N<required	N<required
Male	65	76.9%	23.1%
Pacific Islander	3	N<required	N<required
White	94	77.7%	22.3%
Limited English	14	42.9%	57.1%
Low Income	54	79.6%	20.4%
Special Education	8	0.0%	100.0%
Title 1 Targeted Reading	31	45.2%	54.8%
Continuously Enrolled	111	77.5%	22.5%

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	117	63.2%	36.8%
American Indian	1	N<required	N<required
Asian	7	N<required	N<required
Asian / Pacific Islander	10	50.0%	50.0%
Black	3	N<required	N<required
Female	52	69.2%	30.8%
Hispanic	7	N<required	N<required
Male	65	58.5%	41.5%
Pacific Islander	3	N<required	N<required
White	94	63.8%	36.2%
Limited English	14	21.4%	78.6%
Low Income	54	68.5%	31.5%
Special Education	8	N<required	N<required
Title 1 Targeted Reading	31	32.3%	67.7%
Continuously Enrolled	111	64.0%	36.0%

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	80	68.8%	31.2%
American Indian	1	N<required	N<required
Asian	3	N<required	N<required
Asian / Pacific Islander	4	N<required	N<required
Black	3	N<required	N<required
Female	34	67.6%	32.4%
Hispanic	8	N<required	N<required
Male	46	69.6%	30.4%
Pacific Islander	1	N<required	N<required
White	61	72.1%	27.9%
Limited English	15	20.0%	80.0%
Low Income	39	59.0%	41.0%
Special Education	10	10.0%	90.0%
Title 1 Targeted Reading	27	33.3%	66.7%
Continuously Enrolled	79	69.6%	30.4%

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	79	40.5%	59.5%
American Indian	1	N<required	N<required
Asian	3	N<required	N<required
Asian / Pacific Islander	4	N<required	N<required
Black	3	N<required	N<required
Female	33	30.3%	69.7%
Hispanic	7	N<required	N<required
Male	46	47.8%	52.2%
Pacific Islander	1	N<required	N<required
White	61	42.6%	57.4%
Limited English	15	6.7%	93.3%
Low Income	38	36.8%	63.2%
Special Education	10	0.0%	100.0%
Title 1 Targeted Reading	26	15.4%	84.6%
Continuously Enrolled	79	40.5%	59.5%

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	79	64.6%	35.4%
American Indian	1	N<required	N<required
Asian	3	N<required	N<required
Asian / Pacific Islander	4	N<required	N<required
Black	3	N<required	N<required
Female	33	69.7%	30.3%
Hispanic	7	N<required	N<required
Male	46	60.9%	39.1%
Pacific Islander	1	N<required	N<required
White	61	68.9%	31.1%
Limited English	15	53.3%	46.7%
Low Income	38	60.5%	39.5%
Special Education	10	0.0%	100.0%
Title 1 Targeted Reading	26	46.2%	53.8%
Continuously Enrolled	79	64.6%	35.4%

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	88	72.7%	27.3%
American Indian	2	N<required	N<required
Asian	5	N<required	N<required
Asian / Pacific Islander	9	N<required	N<required
Black	3	N<required	N<required
Female	42	69.0%	31.0%
Hispanic	12	58.3%	41.7%
Male	46	76.1%	23.9%
Pacific Islander	4	N<required	N<required
White	62	77.4%	22.6%
Limited English	10	40.0%	60.0%
Low Income	43	67.4%	32.6%
Special Education	8	N<required	N<required
Title 1 Targeted Reading	17	17.6%	82.4%
Continuously Enrolled	85	71.8%	28.2%

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	88	64.8%	35.2%
American Indian	2	N<required	N<required
Asian	5	N<required	N<required
Asian / Pacific Islander	9	N<required	N<required
Black	3	N<required	N<required
Female	42	61.9%	38.1%
Hispanic	12	50.0%	50.0%
Male	46	67.4%	32.6%
Pacific Islander	4	N<required	N<required
White	62	69.4%	30.6%
Limited English	10	20.0%	80.0%
Low Income	43	58.1%	41.9%
Special Education	8	N<required	N<required
Title 1 Targeted Reading	17	17.6%	82.4%
Continuously Enrolled	85	65.9%	34.1%

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	88	55.7%	44.3%
American Indian	2	N<required	N<required
Asian	5	N<required	N<required
Asian / Pacific Islander	9	N<required	N<required
Black	3	N<required	N<required
Female	42	57.1%	42.9%
Hispanic	12	50.0%	50.0%
Male	46	54.3%	45.7%
Pacific Islander	4	N<required	N<required
White	62	56.5%	43.5%
Limited English	10	30.0%	70.0%
Low Income	43	53.5%	46.5%
Special Education	8	N<required	N<required
Title 1 Targeted Reading	17	17.6%	82.4%
Continuously Enrolled	85	56.5%	43.5%

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/>

