

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>

Wy'east Middle School
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Vancouver, WA 98683
360.604.6400
www.evergreenps.org

Principal
Gary Tichenor

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

	Wy'east	District	State
Enrollment	909	26,191	1,038,345
Gender (October 2008)			
Male	49.3%	51.5%	51.5%
Female	50.7%	48.5%	48.5%
Ethnicity (October 2008)			
American Indian/Alaskan Native	0.8%	1.2%	2.6%
Asian	6.6%	7.6%	7.9%
Pacific Islander	1.3%	1.2%	0.7%
Asian/Pacific Islander	7.9%	8.9%	8.6%
Black	5.2%	3.8%	5.5%
Hispanic	11.1%	8.8%	15.3%
White	71.6%	73.1%	64.8%
Special Programs			
Free or Reduced-Price Meals (May 2008)	41.6%	39.7%	40.4%
Special Education (May 2008)	12.9%	13.0%	12.7%
Transitional Bilingual (May 2008)	4.9%	8.0%	8.0%
Other Information			
Unexcused Absence Rate	0.9%	0.4%	0.4%

Teacher Information (2008-09)

Classroom Teachers	53	1,441	59,562
Average Years of Teacher Experience	9.4	11.4	12.5
Teachers with at least a Master's Degree	73.6%	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	292	65.2%	34.8%
American Indian	3	N<required	N<required
Asian	18	72.2%	27.8%
Asian / Pacific Islander	22	72.7%	27.3%
Black	16	56.3%	43.7%
Female	140	72.3%	27.7%
Hispanic	46	39.1%	60.9%
Male	152	58.6%	41.4%
Pacific Islander	4	N<required	N<required
White	193	71.1%	28.9%
Limited English	26	26.9%	73.1%
Low Income	132	54.1%	45.9%
Special Education	37	21.6%	78.4%
Continuously Enrolled	261	67.8%	32.2%

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	293	41.2%	58.8%
American Indian	3	N<required	N<required
Asian	19	68.4%	31.6%
Asian / Pacific Islander	23	56.5%	43.5%
Black	16	31.3%	68.7%
Female	140	46.8%	53.2%
Hispanic	46	17.4%	82.6%
Male	153	35.9%	64.1%
Pacific Islander	4	N<required	N<required
White	193	45.9%	54.1%
Limited English	27	11.1%	88.9%
Low Income	133	27.6%	72.4%
Special Education	37	5.4%	94.6%
Continuously Enrolled	261	44.4%	55.6%

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	306	47.1%	52.9%
American Indian	1	N<required	N<required
Asian	21	71.4%	28.6%
Asian / Pacific Islander	23	65.2%	34.8%
Black	14	21.4%	78.6%
Female	170	55.3%	44.7%
Hispanic	33	33.3%	66.7%
Male	135	37.0%	63.0%
Pacific Islander	2	N<required	N<required
White	224	50.0%	50.0%
Limited English	9	21.6%	78.4%
Low Income	109	27.5%	72.5%
Special Education	33	3.0%	97.0%
Continuously Enrolled	285	48.8%	51.2%

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	308	42.5%	57.5%
American Indian	1	N<required	N<required
Asian	22	77.3%	22.7%
Asian / Pacific Islander	24	70.8%	29.2%
Black	14	21.4%	78.6%
Female	171	43.3%	56.7%
Hispanic	34	23.5%	76.5%
Male	136	41.9%	58.1%
Pacific Islander	2	N<required	N<required
White	224	45.5%	54.5%
Limited English	11	9.1%	90.9%
Low Income	111	22.5%	77.5%
Special Education	34	2.9%	97.1%
Continuously Enrolled	285	44.6%	55.4%

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	305	76.2%	23.8%
American Indian	1	N<required	N<required
Asian	21	85.7%	14.3%
Asian / Pacific Islander	23	87.0%	13.0%
Black	14	71.4%	28.6%
Female	169	88.8%	11.2%
Hispanic	34	58.8%	41.2%
Male	135	61.0%	39.0%
Pacific Islander	2	N<required	N<required
White	222	78.6%	21.4%
Limited English	9	N<required	N<required
Low Income	109	66.4%	33.6%
Special Education	33	20.6%	79.4%
Continuously Enrolled	285	79.6%	20.4%

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	309	68.9%	31.1%
American Indian	2	N<required	N<required
Asian	23	82.6%	17.4%
Asian / Pacific Islander	26	73.1%	26.9%
Black	18	50.0%	50.0%
Female	157	73.8%	26.2%
Hispanic	36	67.6%	32.4%
Male	152	63.8%	36.2%
Pacific Islander	3	N<required	N<required
White	217	71.7%	28.3%
Limited English	7	N<required	N<required
Low Income	132	60.6%	39.4%
Special Education	42	21.4%	78.6%
Continuously Enrolled	279	68.8%	31.2%

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	309	42.6%	57.4%
American Indian	2	N<required	N<required
Asian	23	56.5%	43.5%
Asian / Pacific Islander	26	50.0%	50.0%
Black	18	33.3%	66.7%
Female	157	40.0%	60.0%
Hispanic	36	27.0%	73.0%
Male	152	45.4%	54.6%
Pacific Islander	3	N<required	N<required
White	217	45.7%	54.3%
Limited English	7	N<required	N<required
Low Income	132	31.8%	68.2%
Special Education	42	7.1%	92.9%
Continuously Enrolled	279	41.9%	58.1%

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	309	51.9%	48.1%
American Indian	2	N<required	N<required
Asian	23	65.2%	34.8%
Asian / Pacific Islander	26	57.7%	42.3%
Black	18	38.9%	61.1%
Female	157	50.0%	50.0%
Hispanic	36	35.1%	64.9%
Male	152	53.9%	46.1%
Pacific Islander	3	N<required	N<required
White	217	56.2%	43.8%
Limited English	7	N<required	N<required
Low Income	132	40.2%	59.8%
Special Education	42	9.5%	90.5%
Continuously Enrolled	279	52.3%	47.70%

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/>

