

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>

York Elementary School
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Principal
Dawn Harris

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

	York	District	State
Enrollment	573	26,191	1,038,345
Gender (October 2008)			
Male	51.3%	51.5%	51.5%
Female	48.7%	48.5%	48.5%
Ethnicity (October 2008)			
American Indian/Alaskan Native	1.9%	1.2%	2.6%
Asian	4.5%	7.6%	7.9%
Pacific Islander	1.6%	1.2%	0.7%
Asian/Pacific Islander	6.1%	8.9%	8.6%
Black	1.6%	3.8%	5.5%
Hispanic	12.0%	8.8%	15.3%
White	72.4%	73.1%	64.8%
Special Programs			
Free or Reduced-Price Meals (May 2009)	41.8%	39.7%	40.4%
Special Education (May 2009)	15.0%	13.0%	12.7%
Transitional Bilingual (May 2009)	11.3%	8.0%	8.0%
Other Information			
Unexcused Absence Rate (2008-09)	0.1%	0.4%	0.4%
Teacher Information (2008-09)			
Classroom Teachers	33	1,441	59,562
Average Years of Teacher Experience	8.7	11.4	12.5
Teachers with at least a Master's Degree	81.8%	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	101	55.4%	44.6%
American Indian	1	N<required	N<required
Asian	5	N<required	N<required
Asian / Pacific Islander	10	80.0%	20.0%
Black	1	0.0%	100.0%
Female	45	57.8%	42.2%
Hispanic	8	N<required	N<required
Male	56	53.6%	46.4%
Pacific Islander	5	N<required	N<required
White	74	58.1%	41.9%
Limited English	7	N<required	N<required
Low Income	42	47.6%	52.4%
Special Education	15	33.3%	66.7%
Title 1 Targeted Reading	N/A	N/A	N/A
Continuously Enrolled	93	55.9%	44.1%

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	101	64.4%	35.6%
American Indian	1	N<required	N<required
Asian	5	N<required	N<required
Asian / Pacific Islander	10	90.0%	10.0%
Black	1	0.0%	100.0%
Female	45	57.8%	42.2%
Hispanic	8	0.0%	100.0%
Male	56	69.6%	30.4%
Pacific Islander	5	N<required	N<required
White	74	63.5%	36.5%
Limited English	7	N<required	N<required
Low Income	42	59.5%	40.5%
Special Education	15	33.3%	66.7%
Title 1 Targeted Reading	N/A	N/A	N/A
Continuously Enrolled	93	65.6%	34.4%

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	106	58.5%	41.5%
American Indian	1	N<required	N<required
Asian	5	N<required	N<required
Asian / Pacific Islander	5	N<required	N<required
Black	4	N<required	N<required
Female	51	58.8%	41.2%
Hispanic	15	46.7%	53.3%
Male	55	58.2%	41.8%
Pacific Islander	N/A	N/A	N/A
White	80	60.0%	40.0%
Limited English	9	N<required	N<required
Low Income	36	47.2%	52.8%
Special Education	22	27.3%	72.7%
Title 1 Targeted Reading	N/A	N/A	N/A
Continuously Enrolled	102	57.8%	42.2%

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	106	47.2%	52.8%
American Indian	1	N<required	N<required
Asian	5	N<required	N<required
Asian / Pacific Islander	5	N<required	N<required
Black	4	N<required	N<required
Female	51	47.1%	52.9%
Hispanic	15	26.7%	73.3%
Male	55	47.3%	52.7%
Pacific Islander	N/A	N/A	N/A
White	80	51.3%	48.7%
Limited English	9	N<required	N<required
Low Income	36	36.1%	63.9%
Special Education	22	27.3%	72.7%
Title 1 Targeted Reading	N/A	N/A	N/A
Continuously Enrolled	102	47.1%	52.9%

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	105	47.2%	52.8%
American Indian	1	N<required	N<required
Asian	5	N<required	N<required
Asian / Pacific Islander	5	N<required	N<required
Black	4	N<required	N<required
Female	51	52.9%	47.1%
Hispanic	15	26.7%	73.3%
Male	54	41.8%	58.2%
Pacific Islander	N/A	N/A	N/A
White	79	50.0%	50.0%
Limited English	9	N<required	N<required
Low Income	36	38.9%	61.1%
Special Education	22	27.3%	72.7%
Title 1 Targeted Reading	N/A	N/A	N/A
Continuously Enrolled	102	49.0%	51.0%

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	108	62.0%	38.0%
American Indian	2	N<required	N<required
Asian	5	N<required	N<required
Asian / Pacific Islander	7	N<required	N<required
Black	2	N<required	N<required
Female	62	62.9%	37.1%
Hispanic	17	41.2%	58.8%
Male	46	60.9%	39.1%
Pacific Islander	2	N<required	N<required
White	79	68.4%	31.6%
Limited English	8	N<required	N<required
Low Income	52	53.8%	46.2%
Special Education	17	41.2%	58.8%
Title 1 Targeted Reading	N/A	N/A	N/A
Continuously Enrolled	100	63.0%	37.0%

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	108	52.8%	47.2%
American Indian	2	N<required	N<required
Asian	5	N<required	N<required
Asian / Pacific Islander	7	N<required	N<required
Black	2	N<required	N<required
Female	62	59.7%	40.3%
Hispanic	17	35.3%	64.7%
Male	46	43.5%	56.5%
Pacific Islander	2	N<required	N<required
White	79	58.2%	41.8%
Limited English	8	N<required	N<required
Low Income	52	46.2%	53.8%
Special Education	17	23.5%	76.5%
Title 1 Targeted Reading	N/A	N/A	N/A
Continuously Enrolled	100	56.0%	44.0%

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	108	54.6%	45.4%
American Indian	2	N<required	N<required
Asian	5	N<required	N<required
Asian / Pacific Islander	7	N<required	N<required
Black	2	N<required	N<required
Female	62	53.2%	46.8%
Hispanic	17	41.2%	58.8%
Male	46	56.5%	43.5%
Pacific Islander	2	N<required	N<required
White	79	58.2%	41.8%
Limited English	8	N<required	N<required
Low Income	52	46.2%	53.8%
Special Education	17	35.3%	64.7%
Title 1 Targeted Reading	N/A	N/A	N/A
Continuously Enrolled	100	58.0%	42.0%

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/>

