

2008-2009



Evergreen Public Schools

DISTRICT 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>

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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.

Demographics

	District	State
Enrollment	26,191	1,038,345
Gender (October 2008)		
Male	51.5%	51.5%
Female	48.5%	45.5%
Ethnicity (October 2008)		
American Indian/Alaskan Native	1.2%	2.6%
Asian	7.6%	7.9%
Pacific Islander	1.2%	0.7%
Asian/Pacific Islander	8.9%	8.6%
Black	3.8%	5.5%
Hispanic	8.8%	15.3%
White	73.1%	64.8%

Special Programs

Free or Reduced-Price Meals (May 2009)	39.7%	40.4%
Special Education (May 2009)	13.0%	12.7%
Transitional Bilingual (May 2009)	8.0%	8.0%

Other Information

Unexcused Absence Rate (2008-09)	0.4%	0.4%
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Teacher Information (2008-09)

Classroom Teachers	1,441	59,562
Average Years of Teacher Experience	11.4	12.5
Teachers with at least a Master's Degree	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%
Male	1,039	64.3%	35.7%
Female	881	74.1%	25.9%
American Indian	24	50.0%	50.0%
Asian	135	75.7%	24.3%
Asian/Pacific Islander	181	73.6%	26.4%
Pacific Islander	46	67.4%	32.6%
Black	57	54.4%	45.6%
Hispanic	165	46.1%	53.9%
White	1,372	71.3%	28.7%
Limited English	186	32.8%	67.2%
Low Income	836	57.9%	42.1%
Special Education	284	33.4%	66.6%
Title 1 Targeted Reading	232	36.2%	63.8%
Continuously Enrolled	1,815	69.6%	30.4%

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%
Male	1,037	66.6%	33.4%
Female	947	74.5%	25.5%
American Indian	21	57.1%	42.9%
Asian	183	82.5%	17.5%
Pacific Islander	25	64.0%	36.0%
Asian/Pacific Islander	208	80.3%	19.7%
Black	81	61.0%	39.0%
Hispanic	195	58.2%	41.8%
White	1,403	71.3%	28.7%
Limited English	180	36.1%	63.9%
Low Income	862	61.2%	38.8%
Special Education	283	36.0%	64.0%
Title 1 Targeted Reading	149	33.6%	66.4%
Continuously Enrolled	1,875	71.1%	28.9%

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%
Male	1,009	71.9%	28.1%
Female	1,003	73.8%	26.2%
American Indian	27	51.9%	48.1%
Asian	169	76.5%	23.5%
Pacific Islander	31	64.5%	35.5%
Asian/Pacific Islander	200	74.6%	25.4%
Black	67	56.7%	43.3%
Hispanic	198	58.8%	41.2%
White	1,466	76.0%	24.0%
Limited English	147	27.2%	72.8%
Low Income	883	62.0%	38.0%
Special Education	256	32.7%	67.3%
Title 1 Targeted Reading	60	20.0%	80.0%
Continuously Enrolled	1,926	73.6%	26.4%

6th Grade Reading

	Number Tested	% who met standard	% who did not meet standard
State	74,976	72.0%	28.0%
District	2,006	70.2%	29.8%
Male	1,028	64.1%	35.9%
Female	975	76.8%	23.2%
American Indian	16	58.8%	41.2%
Asian	166	79.5%	20.5%
Pacific Islander	17	58.8%	41.2%
Asian/Pacific Islander	183	77.6%	22.4%
Black	83	55.4%	44.6%
Hispanic	205	58.5%	41.5%
White	1,461	72.0%	28.0%
Limited English	121	28.9%	71.1%
Low Income	846	60.1%	39.9%
Special Education	252	27.7%	72.3%
Continuously Enrolled	1,874	71.8%	28.2%

7th Grade Reading

	Number Tested	% who met standard	% who did not meet standard
State	74,363	59.3%	40.7%
District	2,002	54.6%	45.4%
Male	991	48.6%	51.4%
Female	1,010	60.7%	39.3%
American Indian	20	40.0%	60.0%
Asian	141	66.2%	33.8%
Pacific Islander	24	33.3%	66.7%
Asian/Pacific Islander	165	61.4%	38.6%
Black	84	38.8%	61.2%
Hispanic	188	44.0%	56.0%
White	1,484	57.0%	43.0%
Limited English	79	3.8%	96.2%
Low Income	831	42.6%	57.4%
Special Education	212	17.4%	82.6%
Continuously Enrolled	1,900	55.6%	44.4%

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%
Male	1,021	59.3%	40.7%
Female	986	73.1%	26.9%
American Indian	21	52.4%	47.6%
Asian	176	78.4%	21.6%
Pacific Islander	17	29.4%	70.6%
Asian/Pacific Islander	193	74.1%	25.9%
Black	78	57.7%	42.3%
Hispanic	168	55.6%	44.4%
White	1,496	67.0%	33.0%
Limited English	57	14.0%	86.0%
Low Income	798	54.8%	45.2%
Special Education	234	21.0%	79.0%
Continuously Enrolled	1,888	67.2%	32.8%

10th Grade Reading			
	Number Tested	% who met standard	% who did not meet standard
State	55,096	75.2%	24.8%
District	839	62.6%	37.4%
Male	451	56.9%	43.1%
Female	388	69.7%	30.3%
American Indian	9	N<required	N<required
Asian	60	71.6%	28.4%
Pacific Islander	13	46.2%	53.8%
Asian/Pacific Islander	73	67.5%	32.5%
Black	40	46.9%	53.1%
Hispanic	82	50.5%	49.5%
White	619	64.6%	35.4%
Limited English	49	14.8%	85.2%
Low Income	337	48.6%	51.4%
Special Education	134	35.1%	64.9%
Continuously Enrolled	806	66.5%	33.5%

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%
Male	1,042	62.7%	37.3%
Female	882	67.0%	33.0%
American Indian	24	45.8%	54.2%
Asian	136	75.2%	24.8%
Pacific Islander	46	58.7%	41.3%
Asian/Pacific Islander	182	71.0%	29.0%
Black	57	49.1%	50.9%
Hispanic	166	40.1%	59.9%
White	1,375	66.6%	33.4%
Limited English	188	30.9%	69.1%
Low Income	838	54.6%	45.4%
Special Education	288	30.1%	69.9%
Title 1 Targeted Reading	231	33.3%	66.7%
Continuously Enrolled	1,816	65.5%	34.5%

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%
Male	1,032	47.3%	52.7%
Female	947	50.2%	49.8%
American Indian	21	42.9%	57.1%
Asian	182	65.4%	34.6%
Pacific Islander	25	40.0%	60.0%
Asian/Pacific Islander	207	62.3%	37.7%
Black	81	35.4%	64.6%
Hispanic	192	32.1%	67.9%
White	1,402	50.1%	49.9%
Limited English	178	14.6%	85.4%
Low Income	857	35.2%	64.8%
Special Education	283	17.1%	82.9%
Title 1 Targeted Reading	147	14.3%	85.7%
Continuously Enrolled	1,873	49.7%	50.3%

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%
Male	1,010	63.0%	37.0%
Female	1,002	65.8%	34.2%
American Indian	27	40.7%	59.3%
Asian	169	69.4%	30.6%
Pacific Islander	31	35.5%	64.5%
Asian/Pacific Islander	200	64.2%	35.8%
Black	67	46.3%	53.7%
Hispanic	198	48.2%	51.8%
White	1,467	68.1%	31.9%
Limited English	147	23.1%	76.9%
Low Income	883	51.9%	48.1%
Special Education	256	24.2%	75.8%
Title 1 Targeted Reading	60	30.0%	70.0%
Continuously Enrolled	1,926	65.5%	34.5%

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%
Male	1,027	48.0%	52.0%
Female	977	48.4%	51.6%
American Indian	17	23.5%	76.5%
Asian	167	65.3%	34.7%
Pacific Islander	17	23.5%	76.5%
Asian/Pacific Islander	184	61.4%	38.6%
Black	82	24.1%	75.9%
Hispanic	206	29.6%	70.4%
White	1,460	50.7%	49.3%
Limited English	124	13.7%	86.3%
Low Income	846	34.9%	65.1%
Special Education	251	10.9%	89.1%
Continuously Enrolled	1,875	49.9%	50.1%

7th Grade Math

	Number Tested	% who met standard	% who did not meet standard
State	74,508	51.8%	48.2%
District	2,009	48.9%	51.1%
Male	995	48.0%	52.0%
Female	1,013	49.9%	50.1%
American Indian	20	25.0%	75.0%
Asian	142	67.6%	32.4%
Pacific Islander	24	37.5%	62.5%
Asian/Pacific Islander	167	68.5%	31.5%
Black	84	28.2%	71.8%
Hispanic	190	32.6%	67.4%
White	1,486	51.4%	48.6%
Limited English	82	6.1%	93.9%
Low Income	836	34.6%	65.4%
Special Education	214	10.0%	90.0%
Continuously Enrolled	1,901	50.2%	49.8%

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%
Male	1,021	49.3%	50.7%
Female	982	51.2%	48.8%
American Indian	20	30.0%	70.0%
Asian	177	63.8%	36.2%
Pacific Islander	17	17.6%	82.4%
Asian/Pacific Islander	194	59.8%	40.2%
Black	78	30.8%	69.2%
Hispanic	167	31.2%	68.8%
White	1,493	52.7%	47.3%
Limited English	57	17.5%	82.5%
Low Income	798	37.6%	62.4%
Special Education	237	8.7%	91.3%
Continuously Enrolled	1,889	51.6%	48.4%

10th Grade Math

	Number Tested	% who met standard	% who did not meet standard
State	61,232	36.7%	63.3%
District	1,136	25.0%	75.0%
Male	560	27.2%	72.8%
Female	575	22.9%	77.1%
American Indian	15	27.8%	72.2%
Asian	78	45.8%	54.2%
Pacific Islander	14	6.3%	93.7%
Asian/Pacific Islander	92	39.4%	60.6%
Black	64	14.7%	85.3%
Hispanic	110	10.5%	89.5%
White	833	26.4%	73.6%
Limited English	47	1.9%	98.1%
Low Income	446	16.3%	83.7%
Special Education	141	6.4%	93.6%
Continuously Enrolled	1,104	26.5%	73.5%

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%
Male	1,001	53.2%	46.8%
Female	928	74.1%	25.9%
American Indian	20	42.9%	57.1%
Asian	176	76.7%	23.3%
Pacific Islander	25	76.0%	24.0%
Asian/Pacific Islander	201	76.6%	23.4%
Black	79	62.2%	37.8%
Hispanic	187	51.5%	48.5%
White	1,369	63.4%	36.6%
Limited English	169	37.3%	62.7%
Low Income	833	55.3%	44.7%
Special Education	264	27.7%	72.3%
Title 1 Targeted Reading	148	29.1%	70.9%
Continuously Enrolled	1,873	64.1%	35.9%

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%
Male	972	58.2%	41.8%
Female	1,001	79.7%	20.3%
American Indian	19	40.0%	60.0%
Asian	141	87.3%	12.7%
Pacific Islander	23	66.7%	33.3%
Asian/Pacific Islander	164	84.3%	15.7%
Black	84	58.8%	41.2%
Hispanic	187	53.1%	46.9%
White	1,460	70.7%	29.3%
Limited English	76	22.5%	77.5%
Low Income	814	57.5%	42.5%
Special Education	202	18.8%	81.2%
Continuously Enrolled	1,897	70.4%	29.6%

10th Grade Writing

	Number Tested	% who met standard	% who did not meet standard
State	53,146	81.9%	18.1%
District	744	74.2%	25.8%
Male	405	67.6%	32.4%
Female	801	337.0%	82.8%
American Indian	7	N<required	N<required
Asian	47	92.2%	7.8%
Pacific Islander	7	N<required	N<required
Asian/Pacific Islander	54	86.4%	13.6%
Black	38	67.4%	32.6%
Hispanic	72	56.5%	43.5%
White	553	75.9%	24.1%
Limited English	45	25.0%	75.0%
Low Income	301	66.4%	33.6%
Special Education	119	51.1%	48.9%
Continuously Enrolled	712	76.7%	23.3%

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%
Male	1,009	47.6%	52.4%
Female	1,002	51.6%	48.4%
American Indian	27	37.0%	63.0%
Asian	169	58.8%	41.2%
Pacific Islander	31	32.3%	67.7%
Asian/Pacific Islander	200	54.7%	45.3%
Black	67	43.3%	56.7%
Hispanic	198	34.2%	65.8%
White	1,463	51.5%	48.5%
Limited English	147	9.5%	90.5%
Low Income	885	37.0%	63.0%
Special Education	256	15.4%	84.6%
Title 1 Targeted Reading	61	13.1%	86.9%
Continuously Enrolled	1,926	50.7%	49.3%

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%
Male	1,026	54.4%	45.6%
Female	986	57.4%	42.6%
American Indian	21	47.6%	52.4%
Asian	176	67.0%	33.0%
Pacific Islander	17	17.6%	82.4%
Asian/Pacific Islander	193	62.7%	37.3%
Black	78	41.0%	59.0%
Hispanic	170	36.6%	63.4%
White	1,499	58.6%	41.4%
Limited English	57	8.8%	91.2%
Low Income	800	41.4%	58.6%
Special Education	239	13.9%	86.1%
Continuously Enrolled	1,887	57.5%	42.5%

10th Grade Science

	Number Tested	% who met standard	% who did not meet standard
State	64,008	38.6%	61.4%
District	1,244	35.6%	64.4%
Male	620	35.8%	64.2%
Female	623	35.5%	64.5%
American Indian	12	10.0%	90.0%
Asian	126	58.0%	42.0%
Pacific Islander	8	N<required	N<required
Asian/Pacific Islander	134	53.5%	46.5%
Black	51	23.1%	76.9%
Hispanic	85	12.8%	87.2%
White	942	37.2%	62.8%
Limited English	39	3.6%	96.4%
Low Income	363	20.6%	79.4%
Special Education	94	5.1%	94.9%
Continuously Enrolled	1,524	37.7%	62.3%

Evergreen Public Schools - Report to the Community

Initiative 728 - Making a Difference for Student Learning

Initiative 728 was passed by voters “to improve public education and to achieve higher academic standards for all students through smaller class sizes and other improvements.”

This landmark law provides dedicated funding and resources aimed directly at ensuring students meet the learning requirements set forth in the state’s education reform program. It also encourages school districts and their communities to work in partnership to determine where and how those resources can be used most effectively, within the broad categories set forth in I-728:

- ❖ Class size reductions K-5
- ❖ selected class size reductions in middle and high school
- ❖ additional staffing for remedial reading
- ❖ additional professional development for educators tied to state standards and student needs
- ❖ providing extended learning opportunities K-12

I-728 Funds Received by Evergreen Public Schools

I-728 funding is based on the number of full-time students (FTE’s) enrolled in the district. For the 2008-09 school year, the State Legislature allocated \$325.57 per FTE student from the I-728 monies. Evergreen Public Schools enrollment in 2008-09 of 24,497.06 FTE students resulted in an appropriation of \$7,975,685 from I-728. This compares with a total district expenditure budget of \$235,357,204.

Evergreen Public Schools I-728 Revenue 2001-2008

Note: Initiative 728 required that the per the FTE allocation increase to a minimum of \$450 beginning in 2004. However, the State Legislature reduced the allocation in 2004 to \$254 due to a statewide revenue shortfall. As mentioned above, the State Legislature allocated \$300 per FTE in the 2005-06 school year, and in the 2006-07 school year \$375 per FTE. For the 2008-09 school year the allocation was \$325.57.

I-728 Revenue - 2001-2008

Year	FTE Enrollment	Allocation Per FTE	Total Revenue
2001-02	20,972.67	\$181.94	\$3,807,870.00
2001-03	21,753.31	\$204.10	\$4,439,851.00
2003-04	22,433.50	\$219.32	\$4,920,115.00
2004-05	23,064.77	\$254.00	\$5,858,452.00
2005-06	23,787.84	\$300.00	\$7,136,352.00
2006-07	24,009.64	\$375.00	\$9,003,615.00
2007-08	24,189.34	\$450.00	\$10,885,203.00
2008-09	24,497.06	\$325.58	\$7,975,685.00

Using I-728 funds to promote student learning

As outlined in the district's Student Achievement Plan, I-728 funds were used as follows

I-728 Funds to promote student learning 2006-2008

Class size reduction

Elementary: K-4 staffing	\$3,466,512.00
Secondary: 5-12 Staffing	\$337,711.00
	\$3,804,223.00

Professional Staff Development

Special Education Trainers	\$253,688.00
Secondary Reading Initiative	\$68,191.00
Literacy Coaches	\$851,251.00
Staff Development Specialists	\$1,088,896.00
Staff Professional Development	\$129,467.00
	\$2,391,493.00

Extended Learning

Dropout Prevention Specialist	\$77,976.00
ELL Staff Assistants	\$771,306.00
Middle School Reading Specialists	\$68,500.00
Summer School	\$66,881.00
After school academic tutoring	\$76,532.00
D&A Counselors	\$190,053.00
	\$1,251,248.00

Total	\$7,446,964.00
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*The difference between total revenue spent will be carried over to next year's budget.

District Progress on Student Achievement

Initiative 728 requires each school district to document the progress being made in increasing student achievement as measured by required state assessments and other assessments deemed appropriate by the district. The following tables show the percentage of Evergreen Public Schools students meeting standard on the Washington Assessment of Student Learning (WASL) from 2000-01 through 2008-2009.

4th Grade	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2008-2009
Reading	69.7%	67.0%	67.1%	75.6%	79.7%	82.5%	70.4%
Mathematics	43.8%	49.8%	54.1%	61.1%	63.4%	62.2%	48.7%
Writing	40.1%	48.0%	52.2%	55.8%	59.6%	59.6%	63.2%
7th Grade	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2008-2009
Reading	42.0%	43.9%	45.8%	61.6%	68.2%	62.2%	54.6%
Mathematics	29.1%	34.5%	33.7%	45.7%	61.8%	49.9%	48.9%
Writing	50.7%	49.0%	50.8%	58.3%	57.9%	65.6%	69.0%
10th Grade	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2008-2009
Reading	64.0%	63.5%	59.2%	68.4%	75.1%	81.2%	80.4%
Mathematics	28.3%	33.3%	37.6%	46.2%	48.3%	50.6%	46.5%
Writing	37.1%	49.4%	63.0%	71.7%	72.6%	79.4%	88.0%

Graduation and dropout rates

	District	State
Annual Dropout Rate (2007-08)	6.8%	5.6%
On-Time Graduation Rate (2007-08)	70.5%	72.0%
Extended Graduation Rate (2007-08)	75.4%	77.0%

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. 46.9 percent of the schools in the district are in improvement.

Made AYP Overall: No

In Improvement: Yes

Number of categories District made AYP: 46	Number of N<Required: 44	Number of NA: 0
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*Data reported by Office of Superintendent of Public Instruction -10/1/2009 for more information please go to <http://www.k12.wa.us/>