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# Evergreen Primary School

7102 40th Street West, University Place, WA 98466 (253.566.5680)  
Lance Goodpaster, Principal

2002-2003  
Annual School  
Performance Report

## Goals = Student Achievement & Safe Climate

Consistent with Evergreen's mission statement, staff focused its attention on the following two areas during the 2002-2003 school year: improving the academic achievement of all students and ensuring a safe and caring climate.

Evergreen students have consistently outperformed the state on both the Iowa Test of Basic Skills (ITBS) and the

Washington Assessment of Student Learning (WASL) in all academic areas. However, each year there are a considerable number of students who do not meet state standards in each area. By finding ways to improve the learning of all students, the number of students who fail to meet standards will decrease.

Much effort was spent working to improve reading instruction. Evergreen staff realizes that students' success in all academic areas is dependent on their ability to read well. In October, teachers carefully examined reading achievement data in order to identify strengths and weaknesses. Using this information, goals in the areas of analyzing and interpreting text, comprehending informational text, and supporting responses with evidence were created. Subsequent book studies and in-services were then set up to support these goals.

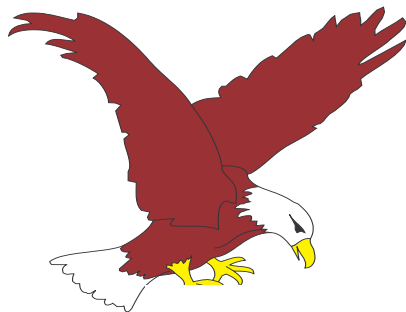


Additional instructional opportunities were provided during the year to improve the academic achievement of some students. The Title I Reading Club offered intense, small-group reading instruction to approximately 75 students who qualified for additional reading support. In addition, nearly 100 students took advantage of the extended day program taught by Evergreen teachers. These after school classes offered small

group instruction in both math and reading.

A safe and caring climate must be present for high levels of learning to occur. Evergreen staff worked diligently to ensure such a climate existed in 2002-2003. Students were educated on issues of bullying and harassment, as well as on the importance of reporting such incidents. Additionally, a variety of classroom lessons were taught on issues promoting respect and responsibility.

In recognizing that more can still be done to ensure a safe and caring climate, a school-wide theme of "Developing Caring and Capable People" has emerged at Evergreen. This concept centers on the belief that a school must help develop self-sufficiency and responsibility among its learners. This school-wide theme was in its infancy during the 2002-2003 year, and will become a source for common language in the years to come.



## Evergreen Mission

The Mission of Evergreen Primary is to ensure that all students have the academic and social foundations for future learning.

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## ► Students

### Student Enrollment, 10/1/02

|               |     |
|---------------|-----|
| Grade K ..... | 81  |
| Grade 1 ..... | 71  |
| Grade 2 ..... | 91  |
| Grade 3 ..... | 98  |
| Grade 4 ..... | 91  |
| Total .....   | 432 |

Sixteen preschool students also attend Evergreen Primary School.

### Gender

|               |     |
|---------------|-----|
| Male: .....   | 50% |
| Female: ..... | 50% |

### Student Attendance

The average daily attendance is 96%.

### Ethnicity

|                                 |     |
|---------------------------------|-----|
| Black/African American .....    | 15% |
| Asian/Pacific Islander .....    | 8%  |
| White, Not Hispanic .....       | 72% |
| Hispanic .....                  | 4%  |
| American Indian/AK Native ..... | 1%  |



## ► Staff

|   |    |
|---|----|
| Administrators .....  | 1  |
| Teachers .....  | 32 |
| Masters Degree - 19   |    |
| Bachelors Degree - 14   |    |
| Classified Staff .....  | 19 |
| (i.e., classroom assistants, secretaries, custodians, food service, etc.) |    |

Numbers represent actual staff members though some do not serve full-time at this school.

Districtwide support services are delivered at all schools by five psychologists, one physical therapist, seven speech and language pathologists, four occupational therapists, one English as a Second Language teacher, five nurses, and one vision specialist.

## ► WASL

### Washington Assessment of Student Learning (WASL)

Fourth-graders take the WASL test battery. Scores represent percent of students who met or exceeded the performance standard.

#### Evergreen Primary 4th Grade Scores

|           | 00/01 | 01/02 | 02/03 |
|-----------|-------|-------|-------|
| Math      | 47.0  | 59.3  | 51.6  |
| Reading   | 70.0  | 70.2  | 66.7  |
| Writing   | 53.0  | 56.5  | 61.3  |
| Listening | 73.3  | 71.8  | 69.9  |

#### Washington State 4th Grade Scores

|           | 00/01 | 01/02 | 02/03 |
|-----------|-------|-------|-------|
| Math      | 43.4  | 51.8  | 55.2  |
| Reading   | 66.1  | 65.6  | 66.7  |
| Writing   | 43.3  | 49.5  | 53.6  |
| Listening | 72.4  | 66.6  | 65.8  |

## ► ITBS

### lowa Test of Basic Skills (ITBS)

Third-graders take the ITBS test battery. Results are reported as a national percentile in which 50 represents the national average.

#### Evergreen Primary 3rd Grade Scores

|                    | 00/01 | 01/02 | 02/03 |
|--------------------|-------|-------|-------|
| Math               | 65    | 70    | 73    |
| Reading            | 62    | 63    | 61    |
| Rdg/Math Composite | 64    | 67    | 67    |

#### Washington State 3rd Grade Scores

|                    | 00/01 | 01/02 | 02/03 |
|--------------------|-------|-------|-------|
| Math               | 64    | 66    | 67    |
| Reading            | 57    | 57    | 58    |
| Rdg/Math Composite | 61    | 62    | 63    |

## Washington Assessment of Student Learning

Washington State is making a great effort to improve student learning and to increase accountability for that learning. Two important components of this effort are:

1. Clear and challenging standards for what students are expected to know and the skills they are expected to have; and
2. State-wide assessments that measure how well individual students, schools and school districts are performing in their efforts to improve student learning.

University Place School District students, along with their Washington State peers, participate in two different kinds of assessments:

1. Tests that show individual student, school, and district performance compared to a national average. The Iowa Test of Basic Skills (ITBS) taken at grades 3 and 6 and the Iowa Test of Educational Development at grade 9 provide national percentile scores in reading, math and language. These are multiple choice tests.
2. Tests that show individual student, school, and district performance against Washington State's rigorous standards of learning. The Washington Assessment of Student Learning (WASL) is taken at grades 4, 7, and 10. Students are tested in reading, math, writing and listening. WASL questions are a combination of multiple choice, short answer and essay questions.

University Place School District uses assessment data to identify individual student strengths, weaknesses and needs and to plan for program improvement.

## ► Safe Schools

Student success in learning requires a safe environment. The University Place School District is committed to safe schools where students can achieve to their highest potential and teachers can teach in a welcoming environment, free of intimidation and fear. The educational environment of each of our schools fosters a spirit of acceptance and care for every child; where behavior expectations are clearly communicated, consistently enforced, and fairly applied.

Developing and implementing district-wide and site-specific safe school plans are required tasks for each school in the University Place School District. These plans include strategies and responses to both internal and external threats to the safety of the students and staff of each school.

The University Place School District during the 2002-2003 school year continued to have safety as one of its key goals. Periodic drills designed to simulate actual events have been conducted in each school to assist teachers and student in appropriate responses in the event of an actual safety occurrence. In addition, as part of its data-based decision-making process, the district has initiated surveys to measure safety issues such as bullying and harassment.

The success of the strategies employed by each school depends on the overriding presence of several key factors. Those factors are:

1. Establishment of clear behavior standards.
2. Presence of adequate adult supervision.
3. Enforcement of the rules fairly and consistently.
4. Strong parental support.
5. Partnerships with outside agencies.

## ► No Child Left Behind

The federal government's No Child Left Behind Act of 2001 (NCLB) provides the blueprint for education in the United States. The major focus of NCLB is to provide all children with a fair, equal and significant opportunity to obtain a high-quality education.

Under NCLB, all students will be expected to achieve proficiency in reading and mathematics within 12 years. A substantial portion of this legislation focuses on closing the academic achievement gap across racial/ethnic and economically disadvantaged groups. University Place School District supports these high expectations for all students.

NCLB requires that the public be informed of district and school progress toward achieving these goals. The report for University Place School District and its schools as well as all Washington State schools may be found at the following internet site: <http://reportcard.ospi.k12.wa.us>.



## ► Our Building

Evergreen is the third school built under the architectural design and construction oversight of the architectural firm Burr, Lawrence, Rising and Bates. Situated on 12.13 acres of land, there are approximately 51,400 square feet of space in the building. Evergreen Primary was completed in August of 1993, in time to welcome staff and students for the start of the 1993-94 school year.

The building and surrounding grounds provide a functional learning environment and after-hours support for youth and community programs.

## ► You Can Help

High performing schools have high levels of parent and community involvement. Evergreen has a strong tradition in this area. Parents and



community members are here on a daily basis helping students and teachers. We appreciate these volunteers and understand just how important they are to our students' learning.

There are several ways to be involved in the everyday function of our school. These include tutoring, material preparation, school improvement and strategic planning teams, and classroom assistance. The best way to be involved, though, is by joining our fabulous PTSA. By becoming an active member of this group, you will help provide important services to all of our students.

If you would like more information on how you can participate in school activities, please call the office at 253.566.5680, or just stop by for a visit!

# University Place School District

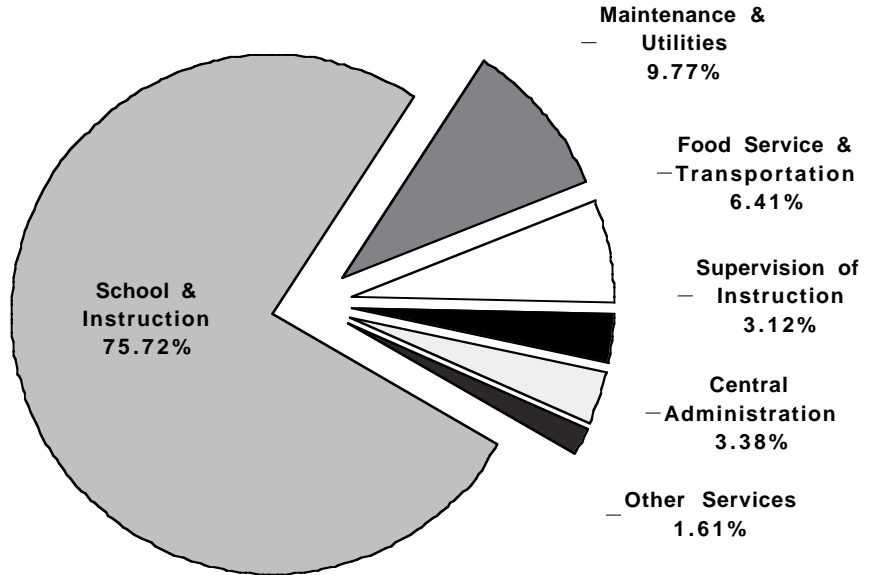
## ► Mission

The mission of the University Place School District, in partnership with our community, is to develop competent, contributing citizens.

## ► Special Programs and Services

- Academic Achievement Academy
- Challenge Program
- Early Childhood Education and Assistance Program (ECEAP)
- Bilingual Education
- Home-Hospital
- Native American
- Readiness to Learn
- Safe & Drug-Free Schools
- Special Education
- Title I/LAP
- Traffic Safety

## ► Financial Data



UPSD Average Per Pupil Expenditure for 2002-2003 . . . . . \$7,470.72

## ► This Report

The information in this report is a requirement of our state's legislature to provide parents and community members key information about UPSD schools and the performance of our students. We believe a strong partnership between our schools and community is necessary to ensure a quality education for all students. If you have questions or comments, please call Evergreen Primary (253.566.5680) or the Educational Service Center (253.566.5600).

University Place School District Web site: <http://www.upsd.wednet.edu>

Board of Directors: Rick Maloney, president; Mary Lu Dickinson, vice president, Kent Keel, Paul Koppe, and Beverly Law.

Superintendent: Patricia Anne Banks

University Place School District complies with all federal laws, rules, and regulations and does not discriminate on the basis of race, color, national origin, gender or disabilities in student education programs, co-curricular activities, and employment practices. The district is an equal opportunity/affirmative action employer encouraging application of qualified minorities, women and disabled persons for employment and other opportunities. For elevator access at school sites, contact the principal's office. The University Place School District is a drug-free/smoke-free workplace and educational setting. Direct inquiries regarding compliance, grievance, or appeal procedures to District Affirmative Action and Section 504/ADA Officer, Karen Vescovi, 253.566.5600; or Title IX Officer, Terry Jenks, 253.566.5710.