

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>

**Cascade Middle School**  
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Principal  
Gary Price

## 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

	Cascade	District	State
<b>Enrollment</b>	935	26,191	1,038,345
<b>Gender (October 2008)</b>			
Male	51.9%	51.5%	51.5%
Female	48.1%	48.5%	48.5%
<b>Ethnicity (October 2008)</b>			
American Indian/Alaskan Native	0.9%	1.2%	2.6%
Asian	5.5%	7.6%	7.9%
Pacific Islander	1.8%	1.2%	0.7%
Asian/Pacific Islander	7.3%	8.9%	8.6%
Black	6.5%	3.8%	5.5%
Hispanic	10.1%	8.8%	15.3%
White	72.0%	73.1%	64.8%
<b>Special Programs</b>			
Free or Reduced-Price Meals (May 2008)	50.8%	39.7%	40.4%
Special Education (May 2008)	13.6%	13.0%	12.7%
Transitional Bilingual (May 2008)	6.0%	8.0%	8.0%
<b>Other Information</b>			
Unexcused Absence Rate	0.8%	0.4%	0.4%
<b>Teacher Information (2008-09)</b>			
Classroom Teachers	56	1,441	59,562
Average Years of Teacher Experience	12.2	11.4	12.5
Teachers with at least a Master's Degree	85.7%	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.

<b>6th Grade Reading</b>			
	<b>Number Tested</b>	<b>% who met standard</b>	<b>% who did not meet standard</b>
State	74,967	72.0%	28.0%
District	2,006	70.2%	29.8%
School	288	64.1%	35.9%
American Indian	3	N<required	100.0%
Asian	18	77.8%	22.2%
Asian / Pacific Islander	20	75.0%	25.0%
Black	15	33.3%	66.7%
Female	142	74.1%	25.9%
Hispanic	36	63.9%	36.1%
Male	146	54.4%	45.6%
Pacific Islander	2	N<required	100.0%
White	205	65.2%	34.8%
Limited English	19	36.8%	63.2%
Low Income	136	57.2%	42.8%
Special Education	33	11.8%	88.2%
Continuously Enrolled	268	63.5%	36.5%

<b>6th Grade Math</b>			
	<b>Number Tested</b>	<b>% who met standard</b>	<b>% who did not meet standard</b>
State	74,987	50.9%	49.1%
District	2,008	48.1%	51.9%
School	286	32.9%	67.1%
American Indian	3	N<required	100.0%
Asian	18	44.4%	55.6%
Asian / Pacific Islander	20	40.0%	60.0%
Black	15	13.3%	86.7%
Female	142	32.9%	67.1%
Hispanic	36	25.0%	75.0%
Male	144	32.9%	67.1%
Pacific Islander	2	N<required	100.0%
White	203	35.9%	64.1%
Limited English	19	10.5%	89.5%
Low Income	135	24.8%	75.2%
Special Education	32	2.9%	97.1%
Continuously Enrolled	267	33.3%	66.7%

**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	327	48.5%	51.5%
American Indian	4	N<required	100.0%
Asian	15	46.7%	53.3%
Asian / Pacific Islander	25	36.0%	64.0%
Black	21	42.9%	57.1%
Female	158	52.8%	47.2%
Hispanic	36	44.4%	55.6%
Male	169	44.4%	55.6%
Pacific Islander	10	20.0%	80.0%
White	229	52.8%	47.2%
Limited English	19	0.0%	100.0%
Low Income	178	44.4%	55.6%
Special Education	43	9.3%	90.7%
Continuously Enrolled	304	49.3%	50.7%

**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	330	36.3%	63.7%
American Indian	4	N<required	100.0%
Asian	15	66.7%	33.3%
Asian / Pacific Islander	25	48.0%	52.0%
Black	21	28.6%	71.4%
Female	158	38.4%	61.6%
Hispanic	37	27.0%	73.0%
Male	172	34.3%	65.7%
Pacific Islander	10	20.0%	80.0%
White	230	39.0%	61.0%
Limited English	19	0.0%	61.0%
Low Income	181	27.6%	72.4%
Special Education	44	9.1%	90.9%
Continuously Enrolled	305	36.7%	63.3%

**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	321	57.4%	42.6%
American Indian	4	N<required	100.0%
Asian	15	80.0%	20.0%
Asian / Pacific Islander	24	72.0%	28.0%
Black	21	38.1%	61.9%
Female	157	69.6%	30.4%
Hispanic	35	50.0%	50.0%
Male	164	45.8%	54.2%
Pacific Islander	9	N<required	100.0%
White	225	61.0%	39.0%
Limited English	18	21.1%	78.9%
Low Income	173	50.3%	49.7%
Special Education	42	7.0%	93.0%
Continuously Enrolled	303	58.1%	41.9%

**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	300	59.6%	40.4%
American Indian	1	N<required	100.0%
Asian	17	70.6%	29.4%
Asian / Pacific Islander	21	71.4%	28.6%
Black	18	38.9%	61.1%
Female	142	64.6%	35.4%
Hispanic	26	44.4%	55.6%
Male	157	54.8%	45.2%
Pacific Islander	4	N<required	100.0%
White	223	62.1%	37.9%
Limited English	15	6.7%	93.3%
Low Income	146	50.3%	49.7%
Special Education	47	20.8%	79.2%
Continuously Enrolled	278	60.8%	39.2%

**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	296	47.8%	52.2%
American Indian	1	N<required	100.0%
Asian	17	75.6%	24.4%
Asian / Pacific Islander	21	61.9%	38.1%
Black	18	22.2%	77.8%
Female	140	50.0%	50.0%
Hispanic	25	34.6%	65.4%
Male	155	45.5%	54.5%
Pacific Islander	4	N<required	100.0%
White	220	50.0%	50.0%
Limited English	14	35.7%	64.3%
Low Income	144	38.6%	61.4%
Special Education	47	12.5%	87.5%
Continuously Enrolled	278	49.3%	50.7%

**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	301	49.3%	50.7%
American Indian	1	N<required	100.0%
Asian	17	64.7%	35.3%
Asian / Pacific Islander	21	52.4%	47.6%
Black	18	27.8%	72.2%
Female	143	51.4%	48.6%
Hispanic	27	18.5%	81.5%
Male	157	47.1%	52.9%
Pacific Islander	4	N<required	100.0%
White	223	54.9%	45.1%
Limited English	15	13.3%	86.7%
Low Income	146	35.4%	64.6%
Special Education	47	12.5%	87.5%
Continuously Enrolled	278	50.7%	49.30%

## 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/>

