

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>

Crestline Elementary School
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Vancouver, WA 98683
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Principal
Bobbi Jacobson

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

	Crestline	District	State
Enrollment	467	26,191	1,038,345
Gender (October 2008)			
Male	51.4%	51.5%	51.5%
Female	48.6%	48.5%	48.5%
Ethnicity (October 2008)			
American Indian/Alaskan Native	1.5%	1.2%	2.6%
Asian	5.1%	7.6%	7.9%
Pacific Islander	3.0%	1.2%	0.7%
Asian/Pacific Islander	8.1%	8.9%	8.6%
Black	4.9%	3.8%	5.5%
Hispanic	17.3%	8.8%	15.3%
White	60.8%	73.1%	64.8%
Special Programs			
Free or Reduced-Price Meals (May 2009)	59.6%	39.7%	40.4%
Special Education (May 2009)	16.4%	13.0%	12.7%
Transitional Bilingual (May 2009)	14.2%	8.0%	8.0%
Other Information			
Unexcused Absence Rate (2008-09)	0.4%	0.4%	0.4%
Teacher Information (2008-09)			
Classroom Teachers	28	1,441	59,562
Average Years of Teacher Experience	10.6	11.4	12.5
Teachers with at least a Master's Degree	60.7%	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.

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	70	54.3%	45.7%
American Indian	2	N/A	100.0%
Asian	3	N/A	100.0%
Asian / Pacific Islander	7	N/A	100.0%
Black	3	N/A	100.0%
Female	25	60.0%	40.0%
Hispanic	9	N/A	100.0%
Male	45	51.1%	48.9%
Pacific Islander	4	N/A	100.0%
White	44	63.6%	36.4%
Limited English	6	N/A	100.0%
Low Income	42	38.1%	61.9%
Special Education	21	19.0%	81.0%
Title 1 Targeted Reading	17	23.5%	76.5%
Continuously Enrolled	64	56.3%	43.7%

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	69	48.6%	51.4%
American Indian	2	N<required	N<required
Asian	3	N<required	N<required
Asian / Pacific Islander	7	N<required	N<required
Black	3	N<required	N<required
Female	25	56.0%	44.0%
Hispanic	9	N<required	N<required
Male	44	44.4%	55.6%
Pacific Islander	4	N<required	N<required
White	43	54.5%	45.5%
Limited English	6	N<required	N<required
Low Income	41	33.3%	66.7%
Special Education	21	19.0%	81.0%
Title 1 Targeted Reading	17	23.5%	76.5%
Continuously Enrolled	64	48.4%	51.6%

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	76	48.7%	51.3%
American Indian	N/A	N/A	N/A
Asian	4	N<required	N<required
Asian / Pacific Islander	4	N<required	N<required
Black	4	N<required	N<required
Female	37	59.5%	40.5%
Hispanic	15	26.7%	73.3%
Male	39	38.5%	61.5%
Pacific Islander	N/A	N/A	N/A
White	48	52.1%	47.9%
Limited English	12	16.7%	83.3%
Low Income	46	43.5%	56.5%
Special Education	16	25.0%	75.0%
Title 1 Targeted Reading	19	26.3%	73.7%
Continuously Enrolled	70	48.6%	51.4%

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	75	40.0%	60.0%
American Indian	N/A	N/A	N/A
Asian	3	N<required	N<required
Asian / Pacific Islander	3	N<required	N<required
Black	4	N<required	N<required
Female	36	41.7%	58.3%
Hispanic	15	0.0%	100.0%
Male	39	38.5%	61.5%
Pacific Islander	N/A	N/A	N/A
White	48	50.0%	50.0%
Limited English	11	18.2%	81.8%
Low Income	45	31.1%	68.9%
Special Education	16	12.5%	87.5%
Title 1 Targeted Reading	19	26.3%	73.7%
Continuously Enrolled	69	40.6%	59.4%

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	71	37.3%	62.7%
American Indian	N/A	N/A	N/A
Asian	3	N<required	N<required
Asian / Pacific Islander	3	N<required	N<required
Black	4	N<required	N<required
Female	33	47.2%	52.8%
Hispanic	14	26.7%	73.3%
Male	38	28.2%	71.8%
Pacific Islander	N/A	N/A	N/A
White	45	37.5%	62.5%
Limited English	10	9.1%	90.9%
Low Income	42	31.1%	68.9%
Special Education	13	6.3%	93.7%
Title 1 Targeted Reading	19	15.8%	84.2%
Continuously Enrolled	69	36.2%	63.8%

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	76	57.9%	42.1%
American Indian	3	N<required	N<required
Asian	6	N<required	N<required
Asian / Pacific Islander	8	N<required	N<required
Black	4	N<required	N<required
Female	38	57.9%	42.1%
Hispanic	14	35.7%	64.3%
Male	38	57.9%	42.1%
Pacific Islander	2	N<required	N<required
White	44	75.0%	25.0%
Limited English	11	9.1%	90.9%
Low Income	51	52.9%	47.1%
Special Education	13	7.7%	92.3%
Title 1 Targeted Reading	12	16.7%	83.3%
Continuously Enrolled	71	59.2%	40.8%

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	76	53.9%	46.1%
American Indian	3	N<required	N<required
Asian	6	N<required	N<required
Asian / Pacific Islander	8	N<required	N<required
Black	4	N<required	N<required
Female	38	52.6%	47.4%
Hispanic	14	35.7%	64.3%
Male	38	55.3%	44.7%
Pacific Islander	2	N<required	N<required
White	44	65.9%	34.1%
Limited English	11	27.3%	72.7%
Low Income	51	52.9%	47.1%
Special Education	13	15.4%	84.6%
Title 1 Targeted Reading	12	33.3%	66.7%
Continuously Enrolled	71	54.9%	45.1%

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	77	33.8%	66.2%
American Indian	3	N<required	N<required
Asian	6	N<required	N<required
Asian / Pacific Islander	8	N<required	N<required
Black	4	N<required	N<required
Female	38	31.6%	68.4%
Hispanic	15	20.0%	80.0%
Male	39	35.9%	64.1%
Pacific Islander	2	N<required	N<required
White	44	47.7%	52.3%
Limited English	11	0.0%	100.0%
Low Income	52	30.8%	69.2%
Special Education	13	7.7%	92.3%
Title 1 Targeted Reading	13	0.0%	100.0%
Continuously Enrolled	72	33.3%	66.7%

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/>