

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>

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Principal  
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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.

### Student Demographics

	Evergreen	District	State
<b>Enrollment</b>	1,876	26,191	1,038,345
<b>Gender (October 2008)</b>			
Male	49.9%	51.5%	51.5%
Female	50.1%	48.5%	48.5%
<b>Ethnicity (October 2008)</b>			
American Indian/Alaskan Native	1.0%	1.2%	2.6%
Asian	6.7%	7.6%	7.9%
Pacific Islander	0.7%	1.2%	0.7%
Asian/Pacific Islander	7.4%	8.9%	8.6%
Black	5.4%	3.8%	5.5%
Hispanic	9.1%	8.8%	15.3%
White	75.9%	73.1%	64.8%
<b>Special Programs (May 2009)</b>			
Free or Reduced-Price Meals	38.6%	39.7%	40.4%
Special Education	12.3%	13.0%	12.7%
Transitional Bilingual	4.8%	8.0%	8.0%
<b>Other Information (2007-08)</b>			
Annual Dropout Rate (2007-08)	6.7%	6.8%	5.6%
On-Time Graduation Rate (2007-08)	73.7%	70.5%	72.0%
Extended Graduation Rate (2007-08)	76.2%	75.4%	77.0%
<b>Teacher Information (2008-09)</b>			
Classroom Teachers	95	1,441	59,562
Average Years of Teacher Experience	13.5	11.4	12.5
Teachers with at least a Master's Degree	76.2%	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>10 Grade Reading</b>			
	<b>Number Tested</b>	<b>% who met standard</b>	<b>% who did not meet standard</b>
State	55,096	75.2%	24.8%
District	839	62.3%	37.7%
School	146	46.1%	53.9%
American Indian	N/A	N/A	N/A
Asian	8	N<required	N<required
Asian / Pacific Islander	11	23.1%	76.9%
Black	12	37.5%	62.5%
Female	58	53.0%	47.0%
Hispanic	18	33.3%	66.7%
Male	88	41.4%	58.6%
Pacific Islander	3	N<required	N<required
White	104	51.8%	48.2%
Limited English	12	7.7%	92.3%
Low Income	71	42.0%	58.0%
Special Education	39	26.2%	73.8%
Continuously Enrolled	142	80.8%	19.2%

<b>10th Grade Math</b>			
	<b>Number Tested</b>	<b>% who met standard</b>	<b>% who did not meet standard</b>
State	61,232	36.7%	63.3%
District	1,136	25.0%	75.0%
School	234	9.2%	90.8%
American Indian	3	N<required	N<required
Asian	12	6.7%	93.3%
Asian / Pacific Islander	15	5.3%	94.7%
Black	21	4.3%	95.7%
Female	124	9.3%	90.7%
Hispanic	29	3.0%	97.0%
Male	110	9.1%	90.9%
Pacific Islander	3	N<required	N<required
White	164	10.9%	89.1%
Limited English	13	0.0%	100.0%
Low Income	106	6.3%	93.7%
Special Education	34	2.6%	97.4%
Continuously Enrolled	237	44.7%	55.3%

**10th Grade Writing**

	<b>Number Tested</b>	<b>% who met standard</b>	<b>% who did not meet standard</b>
State	53,164	81.9%	18.1%
District	744	74.2%	25.8%
School	118	60.6%	39.4%
American Indian	1	N<required	N<required
Asian	3	N<required	N<required
Asian / Pacific Islander	3	N<required	N<required
Black	11	57.1%	42.9%
Female	47	76.9%	23.1%
Hispanic	17	47.4%	52.6%
Male	71	50.0%	50.0%
Pacific Islander	N/A	N/A	N/A
White	84	63.3%	36.7%
Limited English	12	28.6%	71.4%
Low Income	62	58.0%	42.0%
Special Education	32	32.4%	67.6%
Continuously Enrolled	110	88.8%	11.2%

**10th Grade Science**

	<b>Number Tested</b>	<b>% who met standard</b>	<b>% who did not meet standard</b>
State	64,008	38.6%	61.4%
District	1,244	35.6%	64.4%
School	287	30.2%	69.8%
American Indian	3	N<required	N<required
Asian	21	48.0%	52.0%
Asian / Pacific Islander	22	46.4%	53.6%
Black	16	18.5%	81.5%
Female	155	31.3%	68.7%
Hispanic	23	5.7%	94.3%
Male	132	29.0%	71.0%
Pacific Islander	1	N<required	N<required
White	220	33.6%	66.4%
Limited English	10	0.0%	100.0%
Low Income	91	17.3%	82.7%
Special Education	24	2.5%	97.5%
Continuously Enrolled	344	31.7%	68.3%

## 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/>