

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>

#### **Fircrest Elementary School**

12001 NE 9th Street  
Vancouver, WA 98684  
360.604.6925  
[www.evergreenps.org](http://www.evergreenps.org)

Principal  
Margaret Varkados

## 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

	Fircrest	District	State
<b>Enrollment</b>	433	26,191	1,038,345
<b>Gender (October 2008)</b>			
Male	51.5%	51.5%	51.5%
Female	48.5%	48.5%	48.5%
<b>Ethnicity (October 2008)</b>			
American Indian/Alaskan Native	0.5%	1.2%	2.6%
Asian	4.2%	7.6%	7.9%
Pacific Islander	2.5%	1.2%	0.7%
Asian/Pacific Islander	6.7%	8.9%	8.6%
Black	3.7%	3.8%	5.5%
Hispanic	5.1%	8.8%	15.3%
White	76.4%	73.1%	64.8%
<b>Special Programs</b>			
Free or Reduced-Price Meals (May 2009)	45.5%	39.7%	40.4%
Special Education (May 2009)	15.1%	13.0%	12.7%
Transitional Bilingual (May 2009)	14.0%	8.0%	8.0%
<b>Other Information</b>			
Unexcused Absence Rate (2008-09)	0.4%	0.4%	0.4%
<b>Teacher Information (2008-09)</b>			
Classroom Teachers	34	1,441	59,562
Average Years of Teacher Experience	13.3	11.4	12.5
Teachers with at least a Master's Degree	64.7%	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	84	67.1%	32.9%
American Indian	N/A	N/A	N/A
Asian	4	N<required	N<required
Asian / Pacific Islander	5	N<required	N<required
Black	6	N<required	N<required
Female	35	71.4%	28.6%
Hispanic	1	N<required	N<required
Male	49	65.3%	34.7%
Pacific Islander	1	N<required	N<required
White	69	66.7%	33.3%
Limited English	3	N<required	N<required
Low Income	27	48.1%	51.9%
Special Education	13	23.1%	76.9%
Title 1 Targeted Reading	N/A	N/A	N/A
Continuously Enrolled	83	67.5%	32.5%

### 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%
School	84	64.7%	35.3%
American Indian	N/A	N/A	N/A
Asian	4	N<required	N<required
Asian / Pacific Islander	5	N<required	N<required
Black	6	N<required	N<required
Female	35	60.0%	40.0%
Hispanic	1	N<required	N<required
Male	49	69.4%	30.6%
Pacific Islander	1	N<required	N<required
White	69	66.7%	33.3%
Limited English	3	N<required	N<required
Low Income	27	59.3%	40.7%
Special Education	13	23.1%	76.9%
Title 1 Targeted Reading	N/A	N/A	N/A
Continuously Enrolled	83	67.5%	32.5%

**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	64	70.3%	29.7%
American Indian	1	N<required	N<required
Asian	3	N<required	N<required
Asian / Pacific Islander	5	N<required	N<required
Black	1	N<required	N<required
Female	31	67.7%	32.3%
Hispanic	7	N<required	N<required
Male	33	72.7%	27.3%
Pacific Islander	2	N<required	N<required
White	46	76.1%	23.9%
Limited English	7	N<required	N<required
Low Income	28	60.7%	39.3%
Special Education	10	30.0%	70.0%
Title 1 Targeted Reading	N/A	N/A	N/A
Continuously Enrolled	58	72.4%	27.6%

**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	64	56.3%	43.7%
American Indian	1	N<required	N<required
Asian	3	N<required	N<required
Asian / Pacific Islander	5	N<required	N<required
Black	1	N<required	N<required
Female	31	58.1%	41.9%
Hispanic	7	N<required	N<required
Male	33	54.5%	45.5%
Pacific Islander	2	N<required	N<required
White	46	60.9%	39.1%
Limited English	7	N<required	N<required
Low Income	28	39.3%	60.7%
Special Education	10	20.0%	80.0%
Title 1 Targeted Reading	N/A	N/A	N/A
Continuously Enrolled	58	58.6%	41.4%

**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	62	59.3%	40.7%
American Indian	1	N<required	N<required
Asian	2	N<required	N<required
Asian / Pacific Islander	4	N<required	N<required
Black	1	N<required	N<required
Female	30	77.4%	22.6%
Hispanic	7	N<required	N<required
Male	32	42.4%	57.6%
Pacific Islander	2	N<required	N<required
White	45	60.9%	39.1%
Limited English	6	N<required	N<required
Low Income	26	46.4%	53.6%
Special Education	8	N<required	N<required
Title 1 Targeted Reading	N/A	N/A	N/A
Continuously Enrolled	58	60.3%	39.7%

### 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	66	70.1%	29.9%
American Indian	N/A	N/A	N/A
Asian	6	N<required	N<required
Asian / Pacific Islander	7	N<required	N<required
Black	2	N<required	N<required
Female	33	73.5%	26.5%
Hispanic	1	N<required	N<required
Male	33	66.7%	33.3%
Pacific Islander	1	N<required	N<required
White	55	73.2%	26.8%
Limited English	N/A	N/A	N/A
Low Income	25	64.0%	36.0%
Special Education	7	N<required	N<required
Title 1 Targeted Reading	N/A	N/A	N/A
Continuously Enrolled	64	68.8%	31.2%

### 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	66	67.2%	32.8%
American Indian	N/A	N/A	N/A
Asian	6	N<required	N<required
Asian / Pacific Islander	7	N<required	N<required
Black	2	N<required	N<required
Female	33	61.8%	38.2%
Hispanic	1	N<required	N<required
Male	33	72.7%	27.3%
Pacific Islander	1	N<required	N<required
White	55	69.6%	30.4%
Limited English	N/A	N/A	N/A
Low Income	25	60.0%	40.0%
Special Education	7	N<required	N<required
Title 1 Targeted Reading	N/A	N/A	N/A
Continuously Enrolled	64	67.2%	32.8%

### 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	66	41.8%	58.2%
American Indian	N/A	N/A	N/A
Asian	6	N<required	N<required
Asian / Pacific Islander	7	N<required	N<required
Black	2	N<required	N<required
Female	33	41.2%	58.8%
Hispanic	1	N<required	N<required
Male	33	42.4%	57.6%
Pacific Islander	1	N<required	N<required
White	55	44.6%	55.4%
Limited English	N/A	N/A	N/A
Low Income	25	32.0%	68.0%
Special Education	7	N<required	N<required
Title 1 Targeted Reading	N/A	N/A	N/A
Continuously Enrolled	64	40.6%	59.4%

## 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: Yes**

**In Improvement: No**

\*Data reported by Office of Superintendent of Public Instruction -10/1/2009 for more information please go to <http://www.k12.wa.us/>