

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>

Frontier Middle School
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Vancouver, WA 98682
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www.evergreenps.org

Principal
Lisa Wagner

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

	Frontier	District	State
Enrollment	1,030	26,191	1,038,345
Gender (October 2008)			
Male	50.2%	51.5%	51.5%
Female	49.8%	48.5%	48.5%
Ethnicity (October 2008)			
American Indian/Alaskan Native	1.1%	1.2%	2.6%
Asian	5.8%	7.6%	7.9%
Pacific Islander	0.6%	1.2%	0.7%
Asian/Pacific Islander	6.4%	8.9%	8.6%
Black	3.3%	3.8%	5.5%
Hispanic	10.5%	8.8%	15.3%
White	76.7%	73.1%	64.8%
Special Programs			
Free or Reduced-Price Meals (May 2008)	40.3%	39.7%	40.4%
Special Education (May 2008)	12.1%	13.0%	12.7%
Transitional Bilingual (May 2008)	3.7%	8.0%	8.0%
Other Information			
Unexcused Absence Rate	0.8%	0.4%	0.4%

Teacher Information (2008-09)

Classroom Teachers	66	1,441	59,562
Average Years of Teacher Experience	10.9	11.4	12.5
Teachers with at least a Master's Degree	78.8%	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.

6th Grade Reading			
	Number Tested	% who met standard	% who did not meet standard
State	74,967	72.0%	28.0%
District	2,006	70.2%	29.8%
School	339	73.5%	26.5%
American Indian	4	N<required	N<required
Asian	19	89.5%	10.5%
Asian / Pacific Islander	21	85.7%	14.3%
Black	16	68.8%	31.2%
Female	167	82.6%	17.4%
Hispanic	40	65.0%	35.0%
Male	170	64.7%	35.3%
Pacific Islander	2	N<required	N<required
White	247	74.1%	25.9%
Limited English	13	38.5%	61.5%
Low Income	142	62.0%	38.0%
Special Education	43	18.6%	81.4%
Continuously Enrolled	316	75.6%	24.4%

6th Grade Math			
	Number Tested	% who met standard	% who did not meet standard
State	74,987	50.9%	49.1%
District	2,008	48.1%	51.9%
School	338	54.0%	46.0%
American Indian	4	N<required	N<required
Asian	19	68.4%	31.6%
Asian / Pacific Islander	21	66.7%	33.3%
Black	15	37.5%	62.5%
Female	167	52.7%	47.3%
Hispanic	40	35.0%	65.0%
Male	169	55.3%	44.7%
Pacific Islander	2	N<required	N<required
White	247	56.7%	43.3%
Limited English	13	15.4%	84.6%
Low Income	141	40.8%	59.2%
Special Education	43	7.0%	93.0%
Continuously Enrolled	316	56.3%	43.7%

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	323	48.5%	51.5%
American Indian	2	N<required	N<required
Asian	18	61.1%	38.9%
Asian / Pacific Islander	21	57.1%	42.9%
Black	12	41.7%	58.3%
Female	161	52.5%	47.5%
Hispanic	34	38.2%	61.8%
Male	162	44.4%	55.6%
Pacific Islander	3	N<required	N<required
White	250	49.4%	50.6%
Limited English	15	0.0%	100.0%
Low Income	134	39.6%	60.4%
Special Education	35	11.4%	88.6%
Continuously Enrolled	308	49.7%	50.3%

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	324	48.3%	51.7%
American Indian	2	N<required	N<required
Asian	18	55.6%	44.4%
Asian / Pacific Islander	21	52.4%	47.6%
Black	12	33.3%	66.7%
Female	162	48.5%	51.5%
Hispanic	34	50.0%	50.0%
Male	162	48.1%	51.9%
Pacific Islander	3	N<required	N<required
White	251	48.8%	51.2%
Limited English	15	6.7%	93.3%
Low Income	135	35.6%	64.4%
Special Education	35	5.7%	94.3%
Continuously Enrolled	308	50.0%	50.0%

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	318	61.1%	38.9%
American Indian	2	N<required	N<required
Asian	18	83.3%	16.7%
Asian / Pacific Islander	21	76.2%	23.8%
Black	12	58.3%	41.7%
Female	160	69.8%	30.2%
Hispanic	34	55.9%	44.1%
Male	158	52.5%	47.5%
Pacific Islander	3	N<required	N<required
White	245	60.6%	39.4%
Limited English	15	20.0%	80.0%
Low Income	131	50.0%	50.0%
Special Education	33	0.0%	100.0%
Continuously Enrolled	308	62.3%	37.7%

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	342	57.4%	42.6%
American Indian	4	N<required	N<required
Asian	21	42.9%	57.1%
Asian / Pacific Islander	23	43.5%	56.5%
Black	9	N<required	N<required
Female	171	68.2%	31.8%
Hispanic	28	34.5%	65.5%
Male	171	46.5%	53.5%
Pacific Islander	2	N<required	N<required
White	271	61.2%	38.8%
Limited English	10	0.0%	100.0%
Low Income	128	43.4%	56.6%
Special Education	35	0.0%	100.0%
Continuously Enrolled	324	59.0%	41.0%

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	344	48.0%	52.0%
American Indian	4	N<required	N<required
Asian	21	33.3%	66.7%
Asian / Pacific Islander	23	34.8%	65.2%
Black	9	N<required	N<required
Female	171	52.6%	47.4%
Hispanic	29	26.7%	73.3%
Male	173	43.4%	56.6%
Pacific Islander	2	N<required	N<required
White	272	52.0%	48.0%
Limited English	10	0.0%	100.0%
Low Income	129	36.9%	63.1%
Special Education	37	0.0%	100.0%
Continuously Enrolled	325	48.9%	51.1%

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	342	48.3%	51.7%
American Indian	4	N<required	N<required
Asian	21	28.6%	71.4%
Asian / Pacific Islander	23	30.4%	69.6%
Black	9	N<required	N<required
Female	170	54.7%	45.3%
Hispanic	28	31.0%	69.0%
Male	172	41.9%	58.1%
Pacific Islander	2	N<required	N<required
White	271	51.5%	48.5%
Limited English	10	0.0%	100.0%
Low Income	127	34.4%	65.6%
Special Education	36	2.8%	97.2%
Continuously Enrolled	323	49.5%	50.50%

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/>

