

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>

Fisher's Landing Elementary School
3800 SE Hiddenbrook Drive
Vancouver, WA 98683
360.604.6650
www.evergreenps.org

Principal
Joe Segram

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

	Fisher's Landing	District	State
Enrollment	694	26,191	1,038,345
Gender (October 2008)			
Male	51.7%	51.5%	51.5%
Female	48.3%	48.5%	48.5%
Ethnicity (October 2008)			
American Indian/Alaskan Native	0.9%	1.2%	2.6%
Asian	22.9%	7.6%	7.9%
Pacific Islander	0.6%	1.2%	0.7%
Asian/Pacific Islander	23.5%	8.9%	8.6%
Black	1.2%	3.8%	5.5%
Hispanic	3.5%	8.8%	15.3%
White	63.8%	73.1%	64.8%
Special Programs			
Free or Reduced-Price Meals (May 2009)	13.7%	39.7%	40.4%
Special Education (May 2009)	8.8%	13.0%	12.7%
Transitional Bilingual (May 2009)	9.6%	8.0%	8.0%
Other Information			
Unexcused Absence Rate (2008-09)	0.4%	0.4%	0.4%
Teacher Information (2008-09)			
Classroom Teachers	39	1,441	59,562
Average Years of Teacher Experience	13.3	11.4	12.5
Teachers with at least a Master's Degree	66.7%	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	98	83.7%	16.3%
American Indian	1	N<required	N<required
Asian	19	89.5%	10.5%
Asian / Pacific Islander	20	90.0%	10.0%
Black	1	N<required	N<required
Female	40	97.5%	2.5%
Hispanic	4	N<required	N<required
Male	58	74.1%	25.9%
Pacific Islander	1	N<required	N<required
White	64	81.3%	18.7%
Limited English	6	N<required	N<required
Low Income	16	62.5%	37.5%
Special Education	13	23.1%	76.9%
Continuously Enrolled	95	83.2%	16.8%

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	98	83.7%	16.3%
American Indian	1	N<required	N<required
Asian	19	89.5%	10.5%
Asian / Pacific Islander	20	90.0%	10.0%
Black	1	N<required	N<required
Female	40	100.0%	0.0%
Hispanic	4	N<required	N<required
Male	58	72.4%	27.6%
Pacific Islander	1	N<required	N<required
White	64	81.3%	18.7%
Limited English	6	N<required	N<required
Low Income	16	62.5%	37.5%
Special Education	13	23.1%	76.9%
Continuously Enrolled	95	83.2%	16.8%

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	123	95.1%	4.9%
American Indian	1	N<required	N<required
Asian	28	96.4%	3.6%
Asian / Pacific Islander	28	96.4%	3.6%
Black	1	N<required	N<required
Female	61	98.4%	1.6%
Hispanic	4	N<required	N<required
Male	62	91.9%	8.1%
Pacific Islander	N/A	N/A	N/A
White	87	96.6%	3.4%
Limited English	4	N<required	N<required
Low Income	17	100.0%	0.0%
Special Education	11	72.7%	27.3%
Continuously Enrolled	118	84.9%	15.1%

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	123	88.6%	11.4%
American Indian	1	N<required	N<required
Asian	28	96.4%	3.6%
Asian / Pacific Islander	28	96.4%	3.6%
Black	1	N<required	N<required
Female	61	91.8%	8.2%
Hispanic	4	N<required	N<required
Male	62	85.5%	14.5%
Pacific Islander	N/A	N/A	N/A
White	87	87.4%	12.6%
Limited English	4	N<required	N<required
Low Income	17	94.1%	5.9%
Special Education	11	81.8%	18.2%
Continuously Enrolled	118	88.1%	11.9%

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	120	78.5%	21.5%
American Indian	1	N<required	N<required
Asian	25	80.8%	19.2%
Asian / Pacific Islander	25	80.8%	19.2%
Black	1	N<required	N<required
Female	60	90.0%	10.0%
Hispanic	4	N<required	N<required
Male	60	67.2%	32.8%
Pacific Islander	N/A	N/A	N/A
White	87	80.5%	19.5%
Limited English	2	N<required	N<required
Low Income	17	76.5%	23.5%
Special Education	11	45.5%	54.5%
Continuously Enrolled	117	77.8%	22.2%

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	110	93.6%	6.4%
American Indian	1	N<required	N<required
Asian	25	92.0%	8.0%
Asian / Pacific Islander	26	92.3%	7.7%
Black	1	N<required	N<required
Female	51	94.1%	5.9%
Hispanic	3	N<required	N<required
Male	59	93.2%	6.8%
Pacific Islander	1	N<required	N<required
White	75	93.3%	6.7%
Limited English	3	N<required	N<required
Low Income	20	75.0%	25.0%
Special Education	10	70.0%	30.0%
Continuously Enrolled	109	83.6%	16.4%

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	110	89.1%	10.9%
American Indian	1	N<required	N<required
Asian	25	88.0%	12.0%
Asian / Pacific Islander	26	88.5%	11.5%
Black	1	N<required	N<required
Female	51	88.2%	11.8%
Hispanic	3	N<required	N<required
Male	59	89.8%	10.2%
Pacific Islander	1	N<required	N<required
White	75	88.0%	12.0%
Limited English	3	N<required	N<required
Low Income	20	75.0%	25.0%
Special Education	10	60.0%	40.0%
Continuously Enrolled	109	89.0%	11.0%

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	110	89.1%	10.9%
American Indian	1	N<required	N<required
Asian	25	92.0%	8.0%
Asian / Pacific Islander	26	92.3%	7.7%
Black	1	N<required	N<required
Female	51	90.2%	9.8%
Hispanic	3	N<required	N<required
Male	59	88.1%	11.9%
Pacific Islander	1	N<required	N<required
White	75	88.0%	12.0%
Limited English	3	N<required	N<required
Low Income	20	75.0%	25.0%
Special Education	10	70.0%	30.0%
Continuously Enrolled	109	89.0%	11.0%

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: No

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

