

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>

Orchards Elementary School

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Vancouver, WA 98662
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www.evergreenps.org

Principal
Vinh Nguyen

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

	Orchards	District	State
Enrollment	576	26,191	1,038,345
Gender (October 2008)			
Male	51.9%	51.5%	51.5%
Female	48.1%	48.5%	48.5%
Ethnicity (October 2008)			
American Indian/Alaskan Native	1.7%	1.2%	2.6%
Asian	4.2%	7.6%	7.9%
Pacific Islander	1.7%	1.2%	0.7%
Asian/Pacific Islander	5.9%	8.9%	8.6%
Black	5.4%	3.8%	5.5%
Hispanic	14.4%	8.8%	15.3%
White	65.1%	73.1%	64.8%
Special Programs			
Free or Reduced-Price Meals (May 2009)	70.2%	39.7%	40.4%
Special Education (May 2009)	15.1%	13.0%	12.7%
Transitional Bilingual (May 2009)	15.8%	8.0%	8.0%
Other Information			
Unexcused Absence Rate (2008-09)	0.2%	0.4%	0.4%
Teacher Information (2008-09)			
Classroom Teachers	45	1,441	59,562
Average Years of Teacher Experience	10.3	11.4	12.5
Teachers with at least a Master's Degree	73.3%	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	97	58.2%	41.8%
American Indian	4	N<required	N<required
Asian	2	N<required	N<required
Asian / Pacific Islander	5	N<required	N<required
Black	3	N<required	N<required
Female	49	67.3%	32.7%
Hispanic	15	53.3%	46.7%
Male	48	49.0%	51.0%
Pacific Islander	3	N<required	N<required
White	61	61.3%	38.7%
Limited English	9	N<required	N<required
Low Income	67	50.0%	50.0%
Special Education	18	21.1%	78.9%
Title 1 Targeted Reading	35	37.1%	62.9%
Continuously Enrolled	85	61.2%	38.8%

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	97	55.7%	44.3%
American Indian	4	N<required	N<required
Asian	2	N<required	N<required
Asian / Pacific Islander	5	N<required	N<required
Black	3	N<required	N<required
Female	49	63.3%	36.7%
Hispanic	15	73.3%	26.7%
Male	48	47.9%	52.1%
Pacific Islander	3	N<required	N<required
White	61	54.1%	45.9%
Limited English	9	N<required	N<required
Low Income	67	50.7%	49.3%
Special Education	19	21.1%	78.9%
Title 1 Targeted Reading	34	32.4%	67.6%
Continuously Enrolled	85	60.0%	67.6%

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	98	56.5%	43.5%
American Indian	4	N<required	N<required
Asian	7	N<required	N<required
Asian / Pacific Islander	8	N<required	N<required
Black	8	N<required	N<required
Female	43	63.6%	36.4%
Hispanic	11	18.2%	81.8%
Male	55	50.9%	49.1%
Pacific Islander	1	N<required	N<required
White	64	60.0%	40.0%
Limited English	12	8.3%	91.7%
Low Income	65	54.5%	45.5%
Special Education	18	22.2%	77.8%
Title 1 Targeted Reading	29	44.8%	55.2%
Continuously Enrolled	90	58.9%	41.1%

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	97	32.7%	67.3%
American Indian	4	N<required	N<required
Asian	7	N<required	N<required
Asian / Pacific Islander	8	N<required	N<required
Black	8	N<required	N<required
Female	43	31.8%	68.2%
Hispanic	11	9.1%	90.9%
Male	54	33.3%	66.7%
Pacific Islander	1	N<required	N<required
White	63	39.1%	60.9%
Limited English	12	8.3%	91.7%
Low Income	64	27.7%	72.3%
Special Education	18	5.6%	94.4%
Title 1 Targeted Reading	28	14.3%	85.7%
Continuously Enrolled	90	35.6%	64.4%

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	97	43.4%	56.6%
American Indian	4	N<required	N<required
Asian	7	N<required	N<required
Asian / Pacific Islander	8	N<required	N<required
Black	7	N<required	N<required
Female	43	54.5%	45.5%
Hispanic	11	18.2%	81.8%
Male	54	34.5%	65.5%
Pacific Islander	1	N<required	N<required
White	64	47.7%	52.3%
Limited English	12	16.7%	83.3%
Low Income	64	40.9%	59.1%
Special Education	17	11.1%	88.9%
Title 1 Targeted Reading	29	27.6%	72.4%
Continuously Enrolled	90	46.7%	53.3%

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	85	63.5%	36.5%
American Indian	1	N<required	N<required
Asian	4	N<required	N<required
Asian / Pacific Islander	4	N<required	N<required
Black	7	N<required	N<required
Female	46	69.6%	30.4%
Hispanic	10	60.0%	40.0%
Male	39	56.4%	43.6%
Pacific Islander	N/A	N/A	N/A
White	62	69.4%	30.6%
Limited English	6	N<required	N<required
Low Income	60	55.0%	45.0%
Special Education	14	28.6%	71.4%
Title 1 Targeted Reading	21	33.3%	66.7%
Continuously Enrolled	79	63.3%	36.7%

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	85	48.2%	51.8%
American Indian	1	N<required	N<required
Asian	4	N<required	N<required
Asian / Pacific Islander	4	N<required	N<required
Black	7	N<required	N<required
Female	46	54.3%	45.7%
Hispanic	10	40.0%	60.0%
Male	39	41.0%	59.0%
Pacific Islander	N/A	N/A	N/A
White	62	48.4%	51.6%
Limited English	6	N<required	N<required
Low Income	60	45.0%	55.0%
Special Education	14	0.0%	100.0%
Title 1 Targeted Reading	21	38.1%	61.9%
Continuously Enrolled	79	48.1%	51.9%

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	85	41.2%	58.8%
American Indian	1	N<required	N<required
Asian	4	N<required	N<required
Asian / Pacific Islander	4	N<required	N<required
Black	7	N<required	N<required
Female	46	50.0%	50.0%
Hispanic	10	40.0%	60.0%
Male	39	30.8%	69.2%
Pacific Islander	N/A	N/A	N/A
White	62	41.9%	58.1%
Limited English	6	N<required	N<required
Low Income	60	35.0%	65.0%
Special Education	14	0.0%	100.0%
Title 1 Targeted Reading	21	14.3%	85.7%
Continuously Enrolled	79	40.5%	59.5%

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/>

