

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>

**Burnt Bridge Creek Elementary School**  
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Principal  
Jan Davey

## 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

	BBC	District	State
<b>Enrollment</b>	609	26,191	1,038,345
<b>Gender (October 2008)</b>			
Male	52.2%	51.5%	51.5%
Female	47.8%	48.5%	48.5%
<b>Ethnicity (October 2008)</b>			
American Indian/Alaskan Native	1.3%	1.2%	2.6%
Asian	5.1%	7.6%	7.9%
Pacific Islander	1.3%	1.2%	0.7%
Asian/Pacific Islander	6.4%	8.9%	8.6%
Black	2.8%	3.8%	5.5%
Hispanic	8.4%	8.8%	15.3%
White	76.4%	73.1%	64.8%
<b>Special Programs</b>			
Free or Reduced-Price Meals (May 2009)	41.2%	39.7%	40.4%
Special Education (May 2009)	11.9%	13.0%	12.7%
Transitional Bilingual (May 2009)	9.1%	8.0%	8.0%
<b>Other Information</b>			
Unexcused Absence Rate (2008-09)	0.1%	0.4%	0.4%

### Teacher Information (2008-09)

Classroom Teachers	36	1,441	59,562
Average Years of Teacher Experience	11.7	11.4	12.5
Teachers with at least a Master's Degree	72.2%	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>3rd Grade Reading</b>			
	<b>Number tested</b>	<b>% who met standard</b>	<b>% who did not meet standard</b>
State	75,688	71.4%	28.6%
District	1,920	68.8%	31.2%
School	96	62.5%	37.5%
American Indian	1	N<required	N<required
Asian	5	N<required	N<required
Asian / Pacific Islander	7	N<required	N<required
Black	1	N<required	N<required
Female	45	73.3%	26.7%
Hispanic	4	N<required	N<required
Male	51	52.9%	47.1%
Pacific Islander	2	N<required	N<required
White	75	58.7%	41.3%
Limited English	8	N<required	N<required
Low Income	43	48.8%	51.2%
Special Education	8	N<required	N<required
Title 1 Targeted Reading	1	N<required	N<required
Continuously Enrolled	91	62.6%	37.4%

<b>3rd Grade Math</b>			
	<b>Number Tested</b>	<b>% who met standard</b>	<b>% who did not meet standard</b>
State	75,803	66.3%	33.7%
District	1,924	64.6%	35.4%
School	96	63.5%	36.5%
American Indian	1	N<required	N<required
Asian	5	N<required	N<required
Asian / Pacific Islander	7	N<required	N<required
Black	1	N<required	N<required
Female	45	75.6%	24.4%
Hispanic	4	N<required	N<required
Male	51	52.9%	47.1%
Pacific Islander	2	N<required	N<required
White	75	61.3%	38.7%
Limited English	8	N<required	N<required
Low Income	43	53.5%	46.5%
Special Education	8	N<required	N<required
Title 1 Targeted Reading	1	N<required	N<required
Continuously Enrolled	91	62.6%	37.4%

**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	111	70.3%	29.7%
American Indian	2	N<required	N<required
Asian	9	N<required	N<required
Asian / Pacific Islander	10	70.0%	30.0%
Black	5	N<required	N<required
Female	55	69.1%	30.9%
Hispanic	6	N<required	N<required
Male	56	71.4%	28.6%
Pacific Islander	1	N<required	N<required
White	87	69.0%	31.0%
Limited English	6	N<required	N<required
Low Income	44	65.9%	34.1%
Special Education	10	40.0%	60.0%
Title 1 Targeted Reading	N/A	N/A	N/A
Continuously Enrolled	107	72.0%	28.0%

**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	111	49.5%	50.5%
American Indian	2	N<required	N<required
Asian	9	N<required	N<required
Asian / Pacific Islander	10	60.0%	40.0%
Black	5	N<required	N<required
Female	55	45.5%	54.5%
Hispanic	6	N<required	N<required
Male	56	53.6%	46.4%
Pacific Islander	1	N<required	N<required
White	87	44.8%	55.2%
Limited English	6	N<required	N<required
Low Income	44	43.2%	56.8%
Special Education	10	0.0%	100.0%
Title 1 Targeted Reading	N/A	N/A	N/A
Continuously Enrolled	107	50.5%	49.5%

**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	111	64.0%	36.0%
American Indian	2	N<required	N<required
Asian	9	N<required	N<required
Asian / Pacific Islander	10	80.0%	20.0%
Black	5	N<required	N<required
Female	55	74.5%	25.5%
Hispanic	6	N<required	N<required
Male	56	53.6%	46.4%
Pacific Islander	1	N<required	N<required
White	87	63.2%	36.8%
Limited English	6	N<required	N<required
Title 1 Targeted Reading	N/A	N/A	N/A
Special Education	10	20.0%	80.0%
Low Income	44	61.4%	38.6%
Continuously Enrolled	107	65.4%	34.6%

### 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	98	67.3%	32.7%
American Indian	1	N<required	N<required
Asian	7	N<required	N<required
Asian / Pacific Islander	7	N<required	N<required
Black	2	N<required	N<required
Female	55	74.5%	25.5%
Hispanic	13	61.5%	38.5%
Male	43	58.1%	41.9%
Pacific Islander	N/A	N/A	N/A
White	73	68.5%	31.5%
Limited English	9		100.0%
Low Income	40	55.0%	45.0%
Special Education	13	23.1%	76.9%
Title 1 Targeted Reading	N/A	N/A	N/A
Continuously Enrolled	92	68.5%	31.5%

### 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	99	58.6%	41.4%
American Indian	1	N<required	N<required
Asian	7	N<required	N<required
Asian / Pacific Islander	7	N<required	N<required
Black	2	N<required	N<required
Female	55	60.0%	40.0%
Hispanic	13	30.8%	69.2%
Male	44	56.8%	43.2%
Pacific Islander	N/A	N/A	N/A
White	74	63.5%	36.5%
Limited English	9	N<required	N<required
Low Income	41	46.3%	53.7%
Special Education	13	15.4%	84.6%
Title 1 Targeted Reading	N/A	N/A	N/A
Continuously Enrolled	93	60.2%	39.8%

### 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	98	26.5%	73.5%
American Indian	1	N<required	N<required
Asian	7	N<required	N<required
Asian / Pacific Islander	7	N<required	N<required
Black	2	N<required	N<required
Female	55	34.5%	65.5%
Hispanic	13	23.1%	76.9%
Male	43	16.3%	83.7%
Pacific Islander	N/A	N/A	N/A
White	73	27.4%	72.6%
Limited English	9	N<required	N<required
Low Income	40	17.5%	82.5%
Special Education	13	7.7%	92.3%
Title 1 Targeted Reading	N/A	N/A	N/A
Continuously Enrolled	92	27.2%	72.8%

## 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/>