

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>

Burton Elementary School
14015 NE 28th Street
Vancouver, WA 98682
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www.evergreenps.org

Principal
Bonnie Webberley

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

	Burton	District	State
Enrollment	446	26,191	1,038,345
Gender (October 2008)			
Male	54.9%	51.5%	51.5%
Female	45.1%	48.5%	48.5%
Ethnicity (October 2008)			
American Indian/Alaskan Native	1.6%	1.2%	2.6%
Asian	5.2%	7.6%	7.9%
Pacific Islander	1.3%	1.2%	0.7%
Asian/Pacific Islander	6.5%	8.9%	8.6%
Black	3.8%	3.8%	5.5%
Hispanic	9.0%	8.8%	15.3%
White	72.0%	73.1%	64.8%

Special Programs

Free or Reduced-Price Meals (May 2009)	57.0%	39.7%	40.4%
Special Education (May 2009)	15.1%	13.0%	12.7%
Transitional Bilingual (May 2009)	16.7%	8.0%	8.0%

Other Information

Unexcused Absence Rate (2008-09)	0.1%	0.4%	0.4%
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Teacher Information (2008-09)

Classroom Teachers	30	1,441	59,562
Average Years of Teacher Experience	14.6	11.4	12.5
Teachers with at least a Master's Degree	63.3%	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	78	56.3%	43.7%
American Indian	N/A	N/A	N/A
Asian	2	N<required	N<required
Asian / Pacific Islander	4	N<required	N<required
Black	3	N<required	N<required
Female	32	68.8%	31.2%
Hispanic	9	N<required	N<required
Male	46	47.9%	52.1%
Pacific Islander	2	N<required	N<required
White	55	57.1%	42.9%
Limited English	6	N<required	N<required
Low Income	14	50.0%	50.0%
Special Education	45	54.3%	45.7%
Title 1 Targeted Reading	25	28.0%	72.0%
Continuously Enrolled	75	56.0%	44.0%

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	78	65.0%	35.0%
American Indian	N/A	N/A	N/A
Asian	2	N<required	N<required
Asian / Pacific Islander	4	N<required	N<required
Black	3	N<required	N<required
Female	32	56.3%	43.7%
Hispanic	9	N<required	N<required
Male	46	70.8%	29.2%
Pacific Islander	2	N<required	N<required
White	55	71.4%	28.6%
Limited English	6	N<required	N<required
Low Income	45	60.9%	39.1%
Special Education	14	50.0%	50.0%
Title 1 Targeted Reading	25	44.0%	56.0%
Continuously Enrolled	75	66.7%	33.3%

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	82	64.3%	35.7%
American Indian	1	N<required	N<required
Asian	8	N<required	N<required
Asian / Pacific Islander	12	66.7%	33.3%
Black	4	N<required	N<required
Female	43	74.4%	25.6%
Hispanic	11	72.7%	27.3%
Male	39	53.7%	46.3%
Pacific Islander	4	N<required	N<required
White	50	63.5%	36.5%
Limited English	11	45.5%	54.5%
Low Income	48	61.2%	38.8%
Special Education	11	23.1%	76.9%
Title 1 Targeted Reading	9	N<required	N<required
Continuously Enrolled	78	64.1%	35.9%

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	82	45.2%	54.8%
American Indian	1	N<required	N<required
Asian	8	N<required	N<required
Asian / Pacific Islander	12	58.3%	41.7%
Black	4	N<required	N<required
Female	43	51.2%	48.8%
Hispanic	11	45.5%	54.5%
Male	39	39.0%	61.0%
Pacific Islander	4	N<required	N<required
White	50	42.3%	57.7%
Limited English	11	18.2%	81.8%
Low Income	48	46.9%	53.1%
Special Education	11	30.8%	69.2%
Title 1 Targeted Reading	9	N<required	N<required
Continuously Enrolled	78	44.9%	55.1%

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	82	66.7%	33.3%
American Indian	1	N<required	N<required
Asian	8	N<required	N<required
Asian / Pacific Islander	12	83.3%	16.7%
Black	4	N<required	N<required
Female	43	79.1%	20.9%
Hispanic	11	54.5%	45.5%
Male	39	53.7%	46.3%
Pacific Islander	4	N<required	N<required
White	50	63.5%	36.5%
Limited English	11	27.3%	72.7%
Low Income	48	65.3%	34.7%
Special Education	11	30.8%	69.2%
Title 1 Targeted Reading	9	N<required	N<required
Continuously Enrolled	78	67.9%	32.1%

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	70	57.7%	42.3%
American Indian	1	N<required	N<required
Asian	6	N<required	N<required
Asian / Pacific Islander	6	N<required	N<required
Black	2	N<required	N<required
Female	27	63.0%	37.0%
Hispanic	10	40.0%	60.0%
Male	43	54.5%	45.5%
Pacific Islander	N/A	N/A	N/A
White	48	59.2%	40.8%
Limited English	12	33.3%	66.7%
Low Income	47	44.7%	55.3%
Special Education	10	36.4%	63.6%
Title 1 Targeted Reading	N/A	N/A	N/A
Continuously Enrolled	68	58.8%	41.2%

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	70	46.5%	53.5%
American Indian	1	N<required	N<required
Asian	6	N<required	N<required
Asian / Pacific Islander	6	N<required	N<required
Black	2	N<required	N<required
Female	27	44.4%	55.6%
Hispanic	10	40.0%	60.0%
Male	43	47.7%	52.3%
Pacific Islander	N/A	N/A	N/A
White	48	51.0%	49.0%
Limited English	12	33.3%	66.7%
Low Income	47	38.3%	61.7%
Special Education	10	36.4%	63.6%
Title 1 Targeted Reading	N/A	N/A	N/A
Continuously Enrolled	68	47.1%	52.9%

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	70	33.8%	66.2%
American Indian	1	N<required	N<required
Asian	6	N<required	N<required
Asian / Pacific Islander	6	N<required	N<required
Black	2	N<required	N<required
Female	27	33.3%	66.7%
Hispanic	10	20.0%	80.0%
Male	43	34.1%	65.9%
Pacific Islander	N/A	N/A	N/A
White	48	36.7%	63.3%
Limited English	12	8.3%	91.7%
Low Income	47	27.7%	72.3%
Special Education	10	9.1%	90.9%
Title 1 Targeted Reading	N/A	N/A	N/A
Continuously Enrolled	68	33.8%	66.2%

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/>