

Student Learning:

Reading:

Grade		Overall Grade-Level Placement						Students Assessed/Total
Grade 1	Spring		43%	18%	40%	0%	0%	40/42
	Fall		5%	0%	80%	15%	0%	
Grade 2	Spring		41%	18%	35%	6%	0%	68/69
	Fall		7%	24%	43%	26%	0%	
Grade 3	Spring		53%	23%	15%	10%	0%	40/44
	Fall		13%	25%	25%	25%	13%	
Grade 4	Spring		26%	16%	47%	5%	5%	38/40
	Fall		8%	11%	53%	11%	18%	
Grade 5	Spring		28%	19%	25%	21%	8%	53/53
	Fall		17%	23%	19%	32%	9%	

Grade	Annual Typical Growth ⓘ		Annual Stretch Growth® ⓘ		% Students with Improved Placement	Students Assessed/Total
	Progress (Median) ⚙	% Met ⚙	Progress (Median) ⚙	% Met ⚙		
Grade 1	130%	70%	87%	40%	70%	40/42
Grade 2	112%	57%	72%	26%	78%	68/69
Grade 3	177%	86%	103%	53%	98%	43/44
Grade 4	167%	68%	91%	39%	63%	38/40
Grade 5	80%	45%	33%	21%	53%	53/53

Overall student proficiency in reading saw a dramatic increase this school year, with the percentage of students placing "On or Above Grade Level" jumping from 28% in the fall to 56% in the spring. Data broken down by grade level reveals that Grade 3 exhibited particularly strong growth, ending the spring term with 53% of students reaching the highest classification of "Mid or Above Grade Level. There was substantial success in moving students out of the highest-risk categories overall, with the total number of students placing "Three or More Grade Levels Below" dropping from 17 in the fall to only 6 in the spring assessment period.

Math:

Grade		Overall Grade-Level Placement						Students Assessed/Total
Grade 1	Spring		35%	25%	38%	3%	0%	40/42
	Fall		0%	3%	73%	25%	0%	
Grade 2	Spring		37%	18%	40%	6%	0%	68/69
	Fall		1%	10%	50%	38%	0%	
Grade 3	Spring		23%	33%	40%	5%	0%	40/44
	Fall		3%	8%	43%	35%	13%	
Grade 4	Spring		26%	32%	26%	13%	3%	38/40
	Fall		5%	5%	58%	21%	11%	
Grade 5	Spring		25%	33%	22%	12%	8%	51/53
	Fall		10%	18%	37%	22%	14%	

Grade	Annual Typical Growth ⓘ		Annual Stretch Growth ⓘ		% Students with Improved Placement	Students Assessed/Total
	Progress (Median) ⚙	% Met ⚙	Progress (Median) ⚙	% Met ⚙		
Grade 1	133%	78%	101%	50%	78%	40/42
Grade 2	118%	68%	79%	29%	85%	68/69
Grade 3	126%	67%	86%	30%	86%	43/44
Grade 4	115%	58%	75%	26%	74%	38/40
Grade 5	88%	44%	52%	17%	62%	52/53

Across the school, mathematical proficiency saw a dramatic increase, with the percentage of students placing "On or Above Grade Level" jumping from just 13% in the Fall to 57% by Spring. Grade-level data highlights remarkable growth in foundational years, such as Grade 1 moving from 0% of students in the highest tier ("Mid or Above Grade Level") in the Fall to 35% in the Spring. Significant progress was made in reducing the number of high-risk students, the percentage of students placing "Two or More Grade Levels Below" proficient dropped sharply from 36% school-wide down to only 10% by the Spring assessment.

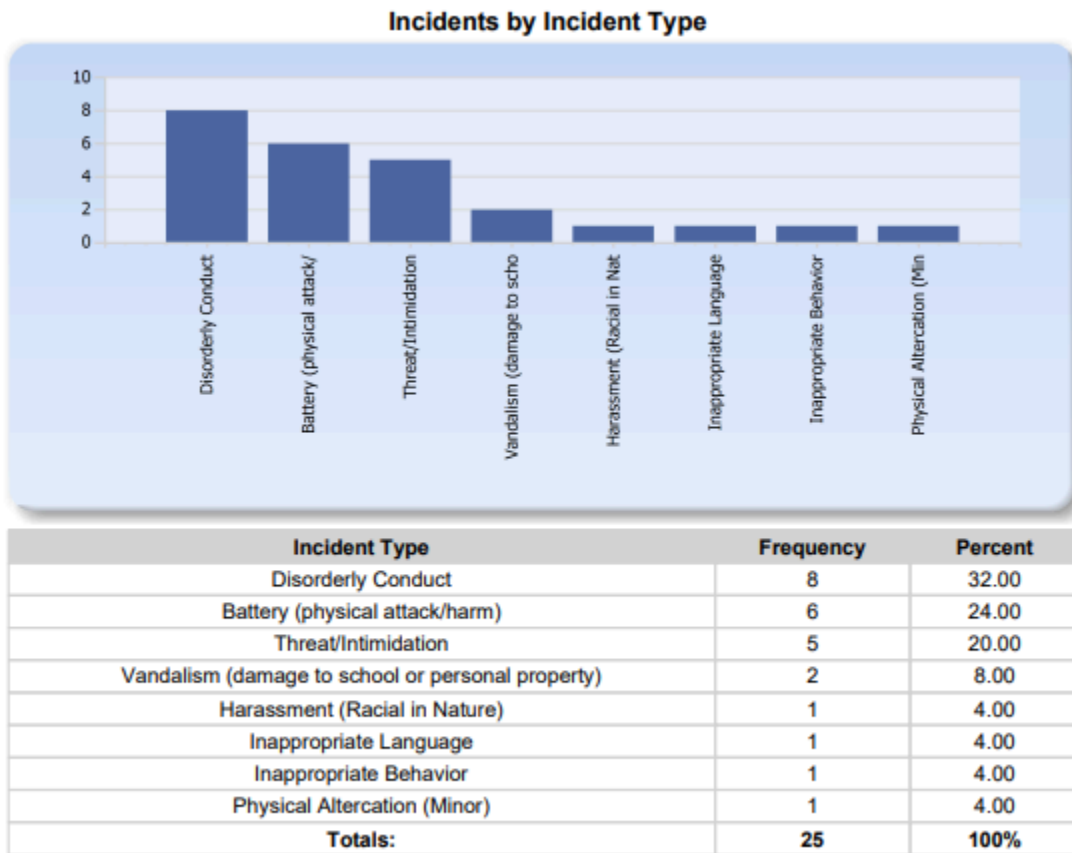
Student Attendance:

Totals		Count	Session Days	Days Absent	Days Present	Rate
	95.0 - 100%	147				
	90.1 - 94.9%	72				
	85.0 - 90.0%	26				
	80.0 - 84.9	10				
	< 80%	5				
	Total	260	40527	2314.5	38212.5	94.289
	Count Students > 90%	219				
	Count Students <= 90%	41				
	Percent Students <= 90%	15.77				

School	Count	Session Days	Days Absent	Days Present	Rate
McKay Creek Elementary	260	40527	2314.5	38212.5	94.289

84% of McKay students were regular attenders. 10% of students fell in the yellow range. These were the students we targeted most when considering our monthly attendance incentives. (Anyone above 85% for a month would be entered into a drawing for a \$20 pizza gift certificate - one per grade level.) 16% of students were chronically absent. Our attendance interventions included: teacher communication with families, CDS contact with families, staff connections with targeted students, CARE meetings, individual student or family incentives, monthly pizza gift certificates.

Learning Environment:



56% of our recorded behavior referrals were attributed to 4 students.

- All four students have up-to-date behavior support plans
- All four students are receiving TIER III interventions from our CDS and/or BSS
- All students are working with Community Counseling Solutions and families are actively supporting their students and collaborating with the school.

The addition of the full time Behavior Support Specialist to our building has significantly increased the amount of support we can provide to students and staff. Between our CDS and BSS our Tier II and Tier III students received 5 day a week interventions.

Building focus/goals:

Goal: To strengthen and promote the Pendleton School District brand by increasing family and community engagement, highlighting the unique programs and successes of our school, and communicating our shared values through consistent, positive, and intentional outreach.

Parent engagement opportunities:

- 2 family movie nights
- 2 book fairs - with family activities (bingo, book walk)
- STEM Night: EOU Planetarium, PHS robotics, Pendleton Public Library (magnets & coding), PHS/SMS robotics team
- Special Person BBQ (formerly Grandparent lunch)-374 meals served
- 4 awards assemblies
- 2 concerts and 2 conferences

Communication:

- Monthly newsletters via Parent Square
- Friday Principal Posts via Parent Square
- Frequent Facebook posts
- Classroom Newsletters via Parent Square

Staff Professional Development:

Paraprofessional trainings - IMESD School Psychologist (2xs month)

Explicit Vocabulary Instructions for teachers - Interventionist

Vagal Nerve Tent (regulation break space) - BSS

Mandatory Reporting - BSS

De-escalation Strategies (Paras) - BSS

SMART Goals - Principal

Learning Targets/Success Criteria & Exit tickets - Principal

Fluency - Why It Matters - Principal & Interventionist

Community Connections:

May Day and Reading with McKay Creek Assisted Living Facility:Third Grade

Touch a Truck day: Pendleton Fire, Umatilla County Sheriff and OSP Explosive Unit:Schoolwide

Pendleton Public Library: Bookmark contest, STEM night

Pendleton Art Center: Book Fair

Rees Starbase Camp: Fifth Grade