Oregon Kindergarten Assessment
2013-2014

Aggregated Data

| | | | | | | Approaches to Learning | | | | Early Mathematics | | Early Literacy | | | |
| | | | | | | Self Regulation | Interpersonal Skills | Total | | Numbers & Operations | | Letter Names | | Letter Sounds | |
County	District Name	Institution Name	Institution Type	SubGroup Type	SubGroup	Average Rating (1-5)	Average Rating (1-5)	Average Rating (1-5)	N	Average Num Correct (0-16)	N	Average Num Correct (0-100)	N	Average Num Correct (0-110)	N
All Counties	Statewide	Statewide	State	Total Population	Total Population	3.5	3.9	3.6	41,333	8.0	40,679	18.5	40,729	6.7	40,358
All Counties	Statewide	Statewide	State	Ethnicity-Race	Hispanic	3.4	3.9	3.6	10,056	6.8	9,606	9.8	9,513	2.9	9,341
All Counties	Statewide	Statewide	State	Ethnicity-Race	White	3.6	3.9	3.7	25,712	8.4	25,590	20.9	25,669	7.8	25,498
All Counties	Statewide	Statewide	State	Gender	Female	3.7	4.1	3.8	20,154	8.0	19,847	19.2	19,873	7.1	19,692
All Counties	Statewide	Statewide	State	Gender	Male	3.3	3.7	3.5	21,179	8.0	20,832	17.8	20,856	6.4	20,666
Morrow	Morrow SD 1	Morrow SD 1	District	Total Population	Total Population	3.5	3.9	3.7	155	7.1	156	11.1	156	3.2	154
Morrow	Morrow SD 1	Morrow SD 1	District	Ethnicity-Race	Hispanic	3.5	3.9	3.6	98	6.5	99	7.2	99	1.7	98
Morrow	Morrow SD 1	Morrow SD 1	District	Ethnicity-Race	White	3.7	3.9	3.8	54	8.1	54	18.3	54	5.9	53
Morrow	Morrow SD 1	Morrow SD 1	District	Gender	Female	3.7	4.1	3.9	78	7.3	78	10.6	78	3.3	77
Morrow	Morrow SD 1	Morrow SD 1	District	Gender	Male	3.4	3.6	3.4	77	6.9	78	11.7	78	3.1	77
Morrow	Morrow SD 1	A C Houghton E	School	Total Population	Total Population	3.5	3.9	3.6	67	7.2	67	13.8	67	3.9	66
Morrow	Morrow SD 1	A C Houghton E	School	Ethnicity-Race	Hispanic	3.4	3.7	3.5	31	6.1	31	7.5	31	1.5	31
Morrow	Morrow SD 1	A C Houghton E	School	Ethnicity-Race	White	3.6	4.0	3.8	34	8.2	34	19.3	34	6.1	33
Morrow	Morrow SD 1	A C Houghton E	School	Gender	Female	3.7	4.3	3.9	32	7.1	32	11.9	32	4.0	32
Morrow	Morrow SD 1	A C Houghton E	School	Gender	Male	3.2	3.5	3.3	35	7.4	35	15.6	35	3.8	34
Morrow	Morrow SD 1	Sam Boardman	School	Total Population	Total Population	3.6	3.9	3.7	79	6.8	79	8.2	79	2.0	78
Morrow	Morrow SD 1	Sam Boardman	School	Ethnicity-Race	Hispanic	3.6	3.9	3.7	65	6.7	65	7.0	65	1.8	64
Morrow	Morrow SD 1	Sam Boardman	School	Ethnicity-Race	White	3.6	3.6	3.6	13	7.2	13	14.9	13	2.9	13
Morrow	Morrow SD 1	Sam Boardman	School	Gender	Female	3.7	4.0	3.8	41	7.1	41	8.7	41	2.2	40
Morrow	Morrow SD 1	Sam Boardman	School	Gender	Male	3.4	3.8	3.5	38	6.4	38	7.8	38	1.7	38
Morrow	Morrow SD 1	Heppner Eleme	School	Total Population	Total Population	3.8	3.8	3.8	9	8.6	10	15.9	10	7.8	10
Morrow	Morrow SD 1	Heppner Eleme	School	Ethnicity-Race	White	4.0	3.9	4.0	7	9.4	7	19.9	7	10.6	7
Morrow	Morrow SD 1	Heppner Eleme	School	Gender	Female	*	*	*	*	*	*	*	*	*	*
Morrow	Morrow SD 1	Heppner Eleme	School	Gender	Male	*	*	*	*	*	*	*	*	*	*

Findings:

1. As a district Morrow County (Total Population) students come into school having on or above average Self-Regulation and Interpersonal skills as compared to the state.
2. As a district Morrow County (Total Population) students come into school with below level Number and Operation skills as compared to the state. The Early mathematics test focuses on Understanding shapes, measurement (Longer/shorter/bigger/smaller/wider/) recognize patterns, sequence numbers.
3. As a district Morrow County (Total Population) students come into school significantly below level in letter name and letter sound literacy skills as compared to the state. 18.5 (state) vs 11.1 (MCSD) letter names and 6.7 (state) vs 3.2 (MCSD) Letter name test measures students' ability to name the letters of the English alphabet, in both lower case and capitalized forms. Letter Sound test Measures students' ability to produce common sounds associated with letters of the English alphabet
4. Our district will continue to move forward with providing our Kindergarten students an all-day kindergarten learning experience.
5. Our district will continue to support system wide student literacy learning as it relates to Response To Intervention (RTI)- The goal of RTI is to have consistency and systems wide literacy instruction in each school building. Interventions are based on targeted student needs and data driven.
6. MCSD will continue to implement 236 Plan that utilizes academic data, teacher judgment to give after school and summer school interventions for students that are below level based on summative assessments for the grade level.