

		Approaches to Learning				Early Mathematics		Early Literacy					
		Self Regulation	Interpersonal Skills	Total		Numbers & Operations		English Letter Names		English Letter Sounds		Spanish Letter Names	
Institution Name	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- 100)	N	Average Num Correct (0- 100)	N
Statewide	Total Population	3.6	3.9	3.7	40,684	8.0	40,299	17.7	39,991	6.6	39,847	3.0	4,455
Statewide	Hispanic	3.5	3.9	3.6	9,804	6.9	9,593	8.9	9,489	2.8	9,458	3.0	4,351
Statewide	White	3.6	3.9	3.7	25,535	8.4	25,396	20.2	25,267	7.7	25,182	1.7	70
Statewide	Female	3.8	4.1	3.9	19,607	7.9	19,447	18.4	19,301	6.9	19,240	3.3	2,162
Statewide	Male	3.4	3.8	3.5	21,077	8.1	20,852	17.1	20,690	6.3	20,607	2.7	2,293
Morrow SD 1	Total Population	3.5	3.9	3.6	179	7.8	177	13.5	176	4.8	176	0.7	83
Morrow SD 1	Hispanic	3.3	3.8	3.5	102	7.1	101	7.7	99	2.6	99	0.7	83
Morrow SD 1	White	3.8	4.1	3.9	71	9.0	70	21.3	71	7.9	71	*	*
Morrow SD 1	Female	3.7	4.2	3.9	80	7.5	80	13.8	79	5.3	79	0.9	36
Morrow SD 1	Male	3.3	3.7	3.5	99	8.0	97	13.3	97	4.3	97	0.5	47
A C Houghton E	Total Population	3.6	4.0	3.8	64	7.8	64	14.8	64	4.8	64	0.6	26
A C Houghton E	Hispanic	3.7	4.1	3.8	32	6.0	32	8.1	32	1.5	32	0.6	26
A C Houghton E	White	3.6	4.0	3.7	30	9.6	30	21.4	30	8.4	30	*	*
A C Houghton E	Female	3.8	4.2	3.9	31	7.4	31	14.1	31	4.8	31	0.7	15
A C Houghton E	Male	3.5	3.8	3.6	33	8.1	33	15.4	33	4.7	33	0.4	11
Sam Boardman	Total Population	3.2	3.7	3.4	86	7.6	84	9.6	83	3.1	83	0.8	57
Sam Boardman	Hispanic	3.1	3.6	3.3	68	7.4	67	6.5	65	2.4	65	0.8	57
Sam Boardman	White	3.8	4.1	3.9	16	8.7	15	19.8	16	6.0	16	*	*
Sam Boardman	Female	3.4	4.0	3.6	32	7.4	32	8.1	31	3.5	31	1.1	21
Sam Boardman	Male	3.1	3.5	3.2	54	7.8	52	10.4	52	2.9	52	0.6	36
Heppner Eleme	Total Population	4.1	4.2	4.2	29	8.3	29	22.2	29	9.7	29	*	*
Heppner Eleme	White	4.1	4.3	4.2	25	8.3	25	22.1	25	8.6	25	*	*
Heppner Eleme	Female	4.2	4.4	4.3	17	7.9	17	23.6	17	9.6	17	*	*
Heppner Eleme	Male	4.1	3.9	4.0	12	9.0	12	20.2	12	9.7	12	*	*

2014-2015 Findings:

1. As a district Morrow County (Total Population) students come into school having Just below or on level 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. 17.7 (state) vs 13.5 (MCSD) letter names and 6.6 (state) vs 4.8 (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.

Subgroup	District 4 year Cohort Graduation Rate	District 4 year completer Rate	Heppner 4 year Cohort Graduation Rate	Heppner 4 year completer Rate	Irrigon 4 year Cohort Graduation Rate	Irrigon 4 year completer Rate	Riverside 4 year Cohort Grad rate	Riverside 4 year completer Rate	State 4 year Cohort Grad rate	State 4 year completer Rate
All Students	83.23	85.71	96.30	96.30	79.03	80.65	83.10	87.32	71.98	76.40
Male	80.23	83.72	100.00	100.00	76.47	76.47	77.78	86.11	68.01	72.97
Female	86.67	88.00	91.67	91.67	82.14	85.71	88.57	88.57	76.24	80.08
American Indian/Alaska Native	100.00	100.00	--	--	100.00	100.00	--	--	53.55	60.76
Black/African American	100.00	100.00	--	--	100.00	100.00	--	--	60.21	64.92
Hispanic/Latino	81.71	84.15	--	--	73.08	73.08	87.27	90.91	64.95	67.96
Multi-Racial	100.00	100.00	--	--	100.00	100.00	100.00	100.00	69.81	74.18
White	83.56	86.30	96.30	96.30	80.65	83.87	66.67	73.33	74.25	79.19
Underserved Races/Ethnicities	82.35	84.71	--	--	75.86	75.86	87.27	90.91	63.66	67.17
Not Underserved Races/Ethnicities	84.21	86.84	96.30	96.30	81.82	84.85	68.75	75.00	74.58	79.28
Economically Disadvantaged	81.30	84.55	90.00	90.00	77.55	79.59	82.81	87.50	64.24	69.58
Not Economically Disadvantaged	89.47	89.47	100.00	100.00	84.62	84.62	85.71	85.71	81.42	84.71
Students with Disabilities	63.16	68.42	--	--	54.55	54.55	75.00	87.50	51.11	56.12
Students without Disabilities	85.92	88.03	96.30	96.30	84.31	86.27	84.13	87.30	75.33	79.65
Limited English Proficient	57.14	64.29	--	--	42.86	42.86	71.43	85.71	51.66	53.22
Not Limited English Proficient	85.71	87.76	96.30	96.30	83.64	85.45	84.38	87.50	73.26	77.86
Talented and Gifted	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	92.37	94.72
Not Talented and Gifted	82.35	84.97	95.65	95.65	77.97	79.66	82.86	87.14	69.83	74.47
Combined Disadvantaged	80.15	83.21	90.00	90.00	75.47	77.36	83.58	88.06	64.24	69.45

Migrant	81.82	81.82	--	--	66.67	66.67	92.31	92.31	63.46	65.27
Ever English Learners	81.82	84.09	--	--	72.22	72.22	88.46	92.31	64.20	65.69

2014-2015 MCSD 4 Year Graduation Report Findings:

1. As a district Morrow County (All Students) students come into school below level as compared to the state kinder readiness assessment and exceed state graduation rates by over 11%
2. As a district Morrow County (Economically Disadvantaged) students come into school well below level as compared to the state Kinder readiness assessment and far exceed state graduation rates by over 15%.
3. As a district Morrow County (Latino) students come into school well below level as compared to the state Kinder readiness assessment and far exceed state graduation rates by over 16%.
4. As a district Morrow County (White) students come into school well below level as compared to the state Kinder readiness assessment and far exceed state graduation rates by 11%.
5. As a district Morrow County (Student with Disabilities) exceed state graduation rates by over 12%.
6. As a district Morrow County (Migrant) exceed state graduation rates by over 18%.
7. Our district will continue to with All Day Kindergarten. This program has been highly successful in helping students gain necessary skills to stay the course and graduate.
8. MCSD will continue to implement 236 Plan that utilizes academic data, double math and reading classes, teacher judgment to give after school and summer school interventions for students that are below level based on summative assessments for the grade level.
9. MCSD will stay in compliance with state essential skill and work sample requirements will lead to increased learning with implementation of reading, writing, math, work samples in grades 3-12.
10. MCSD will continue to identify students who are on "Chronically Absent" list and complete multiple family, student, and collaborative community based activities to improve attendance.
11. MCSD will continue to reward and celebrate students on track to graduate and also monitor and support students not on tract to graduate on time. MCSD will start conversation with 8th grade students that will transition into 9th grade and move forward communicating with students each quarter as the need arises.