

2010-11 Final AYP Report (Public)

Summary - Overall

(As of 9/6/2011)

District: Tigard-Tualatin SD 23J

AYP Designation: MET

School: Multi-sensory Instruction Teaching Children Hands-On (MITCH)

Did the school meet the standard for AYP?

Overall AYP	English/ Language Arts AYP	Math AYP	Attendance
All Students	MET	MET	MET
Economically Disadvantaged	NA	NA	
Limited English Proficient	NA	NA	
Students with Disabilities	NA	NA	
Asian/Pacific Islander	NA	NA	
Black (not of Hispanic origin)	NA	NA	
Hispanic origin	NA	NA	
American Indian/Alaskan Native	NA	NA	
White (not of Hispanic origin)	MET	MET	
Multi-Racial/Multi-Ethnic	NA	NA	

AYP History	Overall AYP	English/ Language Arts	Math AYP	Other AYP Indicator		Title I Funded
				Attendance	Graduation	
2008-2009	MET	MET	MET	MET	NA	NO
2009-2010	MET	MET	MET	MET	NA	NO
2010-2011	MET	MET	MET	MET	NA	NO

Designation	Explanation
MET	Met AYP requirement
NOT MET	Did not meet AYP requirement
PENDING	Designation pending additional data from district
NA	Not applicable
NOTE	New or reconfigured school or district lacking required data to determine a designation
NO DATA	No Rating Provided. District has not submitted required information.

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Summary - Indicators

District: Tigard-Tualatin SD 23J

School: Multi-sensory Instruction Teaching Children Hands-On (MITCH)

English/Language Arts (Reading)

	English/ Language Arts AYP	Participation	Academic Status	Academic Growth	Attendance
All Students	MET	MET	MET	NA	MET
Economically Disadvantaged	NA	NA	NA	NA	NA
Limited English Proficient	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA
Asian/Pacific Islander	NA	NA	NA	NA	NA
Black (not of Hispanic origin)	NA	NA	NA	NA	NA
Hispanic origin	NA	NA	NA	NA	NA
American Indian/Alaskan Native	NA	NA	NA	NA	NA
White (not of Hispanic origin)	MET	MET	MET	NA	MET
Multi-Racial/Multi-Ethnic	NA	NA	NA	NA	NA

Mathematics (Math)

	Math AYP	Participation	Academic Status	Academic Growth	Attendance
All Students	MET	MET	MET	NA	MET
Economically Disadvantaged	NA	NA	NA	NA	NA
Limited English Proficient	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA
Asian/Pacific Islander	NA	NA	NA	NA	NA
Black (not of Hispanic origin)	NA	NA	NA	NA	NA
Hispanic origin	NA	NA	NA	NA	NA
American Indian/Alaskan Native	NA	NA	NA	NA	NA
White (not of Hispanic origin)	MET	MET	MET	NA	MET
Multi-Racial/Multi-Ethnic	NA	NA	NA	NA	NA

To meet AYP, subgroups are only required to meet attendance when the academic status target is not met.

Attendance

	Attendance AYP
All Students	MET
Economically Disadvantaged	NA
Limited English Proficient	NA
Students with Disabilities	NA
Asian/Pacific Islander	NA
Black (not of Hispanic origin)	NA
Hispanic origin	NA
American Indian/Alaskan Native	NA
White (not of Hispanic origin)	MET
Multi-Racial/Multi-Ethnic	NA

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Reading Knowledge and Skills Details

District: Tigard-Tualatin SD 23J

School: Multi-sensory Instruction Teaching Children Hands-On (MITCH)

Participation Target: 95%

Participation	Participation	Participation		Non-participation		Participation Denominator	Participation Rate
		09-10	10-11	09-10	10-11		
All Students	MET	65	142	0	0	207	100
Economically Disadvantaged	NA	0	1	0	0	1	100
Limited English Proficient	NA	0	0	0	0	0	--
Students with Disabilities	NA	4	12	0	0	16	100
Asian/Pacific Islander	NA	3	7	0	0	10	100
Black (not of Hispanic origin)	NA	1	1	0	0	2	100
Hispanic origin	NA	3	7	0	0	10	100
American Indian/Alaskan Native	NA	1	2	0	0	3	100
White (not of Hispanic origin)	MET	52	114	0	0	166	100
Multi-Racial/Multi-Ethnic	NA	5	11	0	0	16	100

The participation target may be met using either a two-year or the current year participation rate.

ELA Target: 70%

Academic Status	Academic Status	2009-2010		2010-2011		Year(s) of data for best status	% Met Status	Margin of Error	Adjusted Status
		# Tests	# Met	# Tests	# Met				
All Students	MET	65	62	137	125	2009-2011	92.57	10.62	103.20
Economically Disadvantaged	NA	*	*	*	*	2009-2011	--	--	*
Limited English Proficient	NA	*	*	*	*	2009-2011	--	--	*
Students with Disabilities	NA	*	*	12	8	2009-2011	*	*	*
Asian/Pacific Islander	NA	*	*	7	7	2009-2011	*	*	*
Black (not of Hispanic origin)	NA	*	*	*	*	2009-2011	*	*	*
Hispanic origin	NA	*	*	7	6	2009-2011	*	*	*
American Indian/Alaskan Native	NA	*	*	*	*	2009-2011	*	*	*
White (not of Hispanic origin)	MET	52	49	110	100	2009-2011	91.98	11.86	103.84
Multi-Racial/Multi-Ethnic	NA	*	*	10	9	2009-2011	*	*	*

Academic Growth	Academic Growth	2009-2010 % Met	2010-2011 % Met	Change in % Met	Growth Target
All Students	NA	95.38	91.24	-4.14	0.46
Economically Disadvantaged	NA	--	--	--	*
Limited English Proficient	NA	--	--	--	*
Students with Disabilities	NA	*	66.67	*	*
Asian/Pacific Islander	NA	*	100.00	*	*
Black (not of Hispanic origin)	NA	*	*	*	*
Hispanic origin	NA	*	85.71	*	*
American Indian/Alaskan Native	NA	*	*	*	*
White (not of Hispanic origin)	NA	94.23	90.91	-3.32	0.58
Multi-Racial/Multi-Ethnic	NA	*	90.00	*	*

Academic growth is calculated using the percentage of students in 2009-10 and 2010-11 meeting achievement standards adopted 3/15/07.

* Suppressed due to insufficient data

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Mathematics Knowledge and Skills Details

District: Tigard-Tualatin SD 23J

School: Multi-sensory Instruction Teaching Children Hands-On (MITCH)

Participation Target: 95%

Participation	Participation	Participation		Non-participation		Participation Denominator	Participation Rate
		09-10	10-11	09-10	10-11		
All Students	MET	65	142	0	0	207	100
Economically Disadvantaged	NA	0	1	0	0	1	100
Limited English Proficient	NA	0	0	0	0	0	--
Students with Disabilities	NA	4	12	0	0	16	100
Asian/Pacific Islander	NA	4	7	0	0	11	100
Black (not of Hispanic origin)	NA	1	1	0	0	2	100
Hispanic origin	NA	3	7	0	0	10	100
American Indian/Alaskan Native	NA	1	2	0	0	3	100
White (not of Hispanic origin)	MET	52	114	0	0	166	100
Multi-Racial/Multi-Ethnic	NA	4	11	0	0	15	100

The participation target may be met using either a two-year or the current year participation rate.

Math Target: 70%

Academic Status	Academic Status	2009-2010		2010-2011		Year(s) of data for best status	% Met Status	Margin of Error	Adjusted Status	
		# Tests	# Met	# Tests	09-10					10-11
					Standards # Met					Standards # Met
All Students	MET	65	61	137	127	112	2009-2011	85.64	10.62	96.27
Economically Disadvantaged	NA	*	*	*	*	*	2009-2011	--	--	*
Limited English Proficient	NA	*	*	*	*	*	2009-2011	--	--	*
Students with Disabilities	NA	*	*	12	8	6	2009-2011	*	*	*
Asian/Pacific Islander	NA	*	*	7	7	7	2009-2011	*	*	*
Black (not of Hispanic origin)	NA	*	*	*	*	*	2009-2011	*	*	*
Hispanic origin	NA	*	*	7	7	5	2009-2011	*	*	*
American Indian/Alaskan Native	NA	*	*	*	*	*	2009-2011	*	*	*
White (not of Hispanic origin)	MET	52	48	110	101	89	2009-2011	84.57	11.86	96.43
Multi-Racial/Multi-Ethnic	NA	*	*	10	9	9	2009-2011	*	*	*

Academic Growth	Academic Growth	2009-2010	2010-2011		Change in % Met	Growth Target
		09-10 Standards % Met	09-10 Standards % Met	10-11 Standards % Met		
All Students	NA	93.85	92.70	81.75	-1.15	0.62
Economically Disadvantaged	NA	--	--	--	--	*
Limited English Proficient	NA	--	--	--	--	*
Students with Disabilities	NA	*	66.67	50.00	*	*
Asian/Pacific Islander	NA	*	100.00	100.00	*	*
Black (not of Hispanic origin)	NA	*	*	*	*	*
Hispanic origin	NA	*	100.00	71.43	*	*
American Indian/Alaskan Native	NA	*	*	*	*	*
White (not of Hispanic origin)	NA	92.31	91.82	80.91	-0.49	0.77
Multi-Racial/Multi-Ethnic	NA	*	90.00	90.00	*	*

Academic growth is calculated using the percentage of students in 2009-10 and 2010-11 meeting achievement standards adopted 3/15/07.

* Suppressed due to insufficient data

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Attendance

District: Tigard-Tualatin SD 23J

School: Multi-sensory Instruction Teaching Children Hands-On (MITCH)

Attendance Target: 92.0%

Attendance	Attendance	2009-2010		2010-2011		Combined Attendance
		Enroll	% Attend.	Enroll	% Attend.	
All Students	MET	147	95.7	222	95.7	95.7
Economically Disadvantaged	NA	*	--	*	*	89.8
Limited English Proficient	NA	*	--	*	*	49.0
Students with Disabilities	NA	8	96.1	12	95.6	95.8
Asian/Pacific Islander	NA	14	96.4	17	97.5	97.0
Black (not of Hispanic origin)	NA	*	*	*	*	97.8
Hispanic origin	NA	6	96.6	12	95.6	95.9
American Indian/Alaskan Native	NA	*	*	*	*	96.8
White (not of Hispanic origin)	MET	111	95.4	171	95.5	95.5
Multi-Racial/Multi-Ethnic	NA	12	96.4	17	95.7	96.0

Combined Attendance is based on attendance rates (Grades 1 - 12) calculated from Third Period Cumulative ADM and weighted by enrollment counts (Grades 1 - 12) submitted from Spring Membership for each year.