

ACCOUNTABILITY INFORMATION REQUIRED BY THE FEDERAL NO CHILD LEFT BEHIND ACT

The information below is used to determine the Adequate Yearly Progress designation for your school. A school is designated as *Not Meeting AYP* if any indicator is determined to be *Not Met*. The Student Achievement and Student Participation ratings are based on 2009-2010 and 2010-2011 Oregon Statewide Assessments for the students in your school identified as enrolled for a full academic year. The statewide goal for the minimum percentage of students expected to meet or exceed standards is 70% in English Language Arts and in Mathematics. Student Participation is expected to be 95% or greater. The statewide goal for the minimum graduation rate is 65%. The statewide goal for the minimum attendance rate is 92.0%. For more information, please view documents at www.ode.state.or.us/data/reports/ports.aspx

STUDENT GROUP	STUDENT ACHIEVEMENT		STUDENT PARTICIPATION		ATTENDANCE
	ENGLISH LANGUAGE ARTS	MATHEMATICS	ENGLISH LANGUAGE ARTS	MATHEMATICS	
Race/Ethnicity					
Am. Indian/Alaskan Native	NA	NA	NA	NA	NA
Asian/Pacific Islander	NA	NA	NA	NA	NA
Black (not of Hispanic origin)	NA	NA	NA	NA	NA
Hispanic	NA	NA	NA	NA	NA
White (not of Hispanic origin)	MET	MET	MET	MET	MET
Multi-Racial/Multi-Ethnic	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA
Limited English Proficient	NA	NA	NA	NA	NA
Economically Disadvantaged	NA	NA	NA	NA	NA
All Students	MET	MET	MET	MET	MET

NA Too few test scores or students to determine a rating.

Department of Education Notes

LOCAL INFORMATION PROVIDED BY YOUR SCHOOL OR DISTRICT

Department of Education Notes

2010-2011 School Report Card



Dear Parents and Community Members,

The Oregon Department of Education is proud to issue the 13th annual Oregon School Report Card. As in previous years, this Report Card contains two ratings: an Oregon rating and a federal rating. Oregon rates schools as either "Outstanding," "Satisfactory," or "In Need of Improvement," based on a number of factors including student test results, participation, and academic growth. While these ratings cannot tell you everything about your school, they are a good starting point for talking about our successes and our opportunities for improvement.

October 6, 2011

Susan Castillo
Susan Castillo, State Superintendent of Public Instruction

Federal Adequate Yearly Progress Rating: MET

DID NOT MEET MET
See rating details on back page

Oregon Report Card Overall Rating: OUTSTANDING

In Need of Improvement Satisfactory Outstanding

SCHOOL AT A GLANCE

Student Population	School
Number of Students	229
Percentage of Students in English as a Second Language Programs	0.9%

Attendance	School	District	State
2009-2010	95.7%	95.4%	94.3%
2010-2011	95.7%	95.8%	94.7%

Expulsions

Number of Expulsions Due to Weapons	School	State
	0	266

Testing Participation

Participation in 2010-2011 Statewide Assessments	School	State
	100%	98.7%

Department of Education Notes

Department of Education Notes

Elementary Class Size

	Number of Classes in School	School	State
Fewer than 20 Students	0	0.0%	15.2%
20-25 Students	3	42.9%	43.4%
26-30 Students	4	57.1%	35.2%
More Than 30 Students	0	0.0%	6.2%

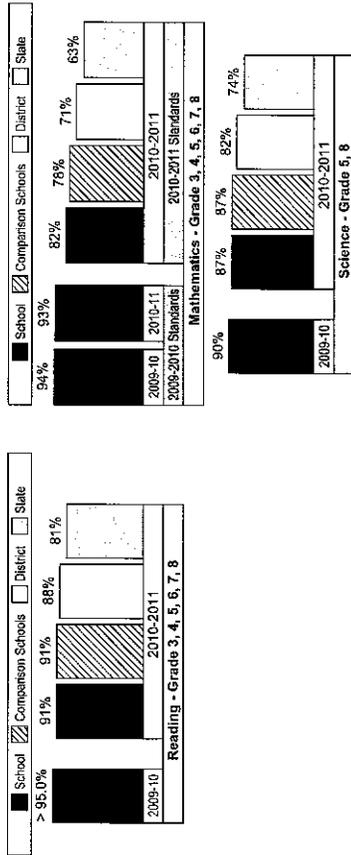
*Not displayed to protect student confidentiality. -- No data available

For more information, contact your local school.

ACHIEVEMENT DATA

**Academic Achievement
Percentage of Students Meeting Standards**

The graphs below show the percentage of students in your school at the indicated grades that met or exceeded the state standards on Oregon Statewide Assessments during the last two school years. District, state, and comparison school averages are displayed. Comparison schools are Oregon schools with similar demographics.



Improvement in Student Performance

The table below shows the percentages of students in your school in grades 3-8, who either met or exceeded state standards or met their growth target in reading and mathematics for the last two school years. Growth targets are set yearly for students up to grade 8 and are based on each student's performance in the previous school year. Growth targets do not apply to students in high school or students who did not test in the previous year.

STUDENT GROUP	READING		MATHEMATICS	
	2009-2010	2010-2011	2009-2010	2010-2011
American Indian/Alaskan Native	*	*	*	*
Asian/Pacific Islander	> 95.0	> 95.0	*	> 95.0
Black (not of Hispanic origin)	*	*	*	*
Hispanic	*	85.7	*	71.4
White (not of Hispanic origin)	94.2	92.7	92.3	85.5
Multi-Racial/Multi-Ethnic	*	90.0	*	90.0
Students with Disabilities	*	83.3	*	66.7
Limited English Proficient	--	--	--	--
Economically Disadvantaged	--	--	--	--
All Students	> 95.0	92.7	93.8	85.4

* Not displayed to protect student confidentiality.

For more information, contact the Oregon Department of Education at 503-947-5715.

MITCH Charter School (3579)

STATEWIDE ASSESSMENT RESULTS

The table below shows the percentage of students in your school in grades 3-8 and 11 that exceeded, met, or did not meet state standards and participated in 2010-2011 Oregon Statewide Assessments. For more information, see <http://www.ode.state.or.us/data/schoolanddistrict/testresults/reporting/pagruscompressed.aspx>

STUDENT GROUP	STUDENT ACHIEVEMENT					
	ENGLISH/ LANGUAGE ARTS		MATHEMATICS		SCIENCE	
Race/Ethnicity	Exceeded	Met	Exceeded	Met	Exceeded	Met
American Indian/Alaskan Native	*	*	*	*	*	*
Asian/Pacific Islander	> 95.0	> 95.0	> 95.0	> 95.0	> 95.0	> 95.0
Black (not of Hispanic origin)	*	*	*	*	*	*
Hispanic	42.9	42.9	0.0	71.4	28.6	28.6
White (not of Hispanic origin)	38.6	52.6	20.2	60.5	19.3	63.4
Multi-Racial/Multi-Ethnic	54.5	36.4	9.1	45.5	9.1	9.1
Male	37.1	51.4	11.4	30.0	47.1	21.4
Female	47.2	47.2	5.6	68.1	13.9	17.6
Talented and Gifted	*	*	*	*	*	*
Students with Disabilities	16.7	50.0	33.3	16.7	33.3	50.0
Migrant	--	--	--	--	--	--
Limited English Proficient	--	--	--	--	--	--
Economically Disadvantaged	*	*	*	*	*	*
All Students	42.3	49.3	8.5	23.9	57.7	18.3

* Not displayed to protect student confidentiality.

-- No data available

STUDENT GROUP	ENGLISH/ LANGUAGE ARTS		MATHEMATICS		SCIENCE	
	Exceeded	Met	Exceeded	Met	Exceeded	Met
American Indian/Alaskan Native	100.0	100.0	100.0	100.0	100.0	100.0
Asian/Pacific Islander	100.0	100.0	100.0	100.0	100.0	100.0
Black (not of Hispanic origin)	100.0	100.0	100.0	100.0	100.0	100.0
Hispanic	100.0	100.0	100.0	100.0	100.0	100.0
White (not of Hispanic origin)	100.0	100.0	100.0	100.0	100.0	100.0
Multi-Racial/Multi-Ethnic	100.0	100.0	100.0	100.0	100.0	100.0
Male	100.0	100.0	100.0	100.0	100.0	100.0
Female	100.0	100.0	100.0	100.0	100.0	100.0
Talented and Gifted	100.0	100.0	100.0	100.0	100.0	100.0
Students with Disabilities	100.0	100.0	100.0	100.0	100.0	100.0
Migrant	--	--	--	--	--	--
Limited English Proficient	--	--	--	--	--	--
Economically Disadvantaged	100.0	100.0	100.0	100.0	100.0	100.0
All Students	100.0	100.0	100.0	100.0	100.0	100.0

* Not displayed to protect student confidentiality.

-- No data available

Department of Education Notes

Overall School Rating: Outstanding

School Rating Summary Data

Summary Data		Rating / Comments
Achievement Index See page 2	107.0	Outstanding
Attendance Rate See page 3	95.7	Outstanding
Participation Rate See page 3	100.0	Outstanding
AYP Status	MET	<i>If the AYP Status is Met, the Overall School Rating cannot be lower than Satisfactory.</i>
<i>Overall School Rating</i>		Outstanding

The Overall School Rating is based on the Achievement Index. If any of the Other Indicators (Attendance, Graduation or Participation) are lower than the Achievement Index, the Overall School Rating is reduced to the lowest rating of the Other Indicators. However, if the AYP Status is Met, the Overall School Rating cannot be lower than Satisfactory.

School Performance Data

2009-2010 and 2010-2011 Combined	Reading	Math
% Meets	42.6	50.0
% Exceeds	50.0	35.6
% Meets or Exceeds	92.6	85.6
% Meets, Exceeds, or Meets Growth	93.6	88.1

Achievement Index Rating: Outstanding¹

$$\begin{aligned} \text{School Achievement Index} &= (\text{Reading Index} + \text{Math Index}) / 2 \\ &= (111.6 + 102.4) / 2 = 107.0 \end{aligned}$$

Rating	In Need of Improvement	Satisfactory	Outstanding
Index Score	Less than 60.0	60.0 to 89.9	90.0 or higher

Reading and Math Achievement Index Data

	2009-2010						2010-2011					
	Meets or Exceeds		Does Not Meet			# Tests	Meets or Exceeds		Does Not Meet			# Tests
	Exceeds	Meets	Meets Growth Target				Exceeds	Meets	Meets Growth Target			
			Yes	No	NA				Yes	No	NA	
Reading												
All Students	44	18	0	2	1	65	57	68	2	8	2	137
Economically Disadvantaged	--	--	--	--	--	--	--	--	--	--	--	--
Limited English Proficient	--	--	--	--	--	--	--	--	--	--	--	--
Students with Disabilities	*	*	*	*	*	*	2	6	2	0	2	12
Amer Ind/Alskn Ntv	*	*	*	*	*	*	*	*	*	*	*	*
Black (not of Hispanic origin)	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	3	3	0	1	0	7
Asian/Pacific Islander	*	*	*	*	*	*	6	1	0	0	0	7
Asian							6	1	0	0	0	7
Pacific Islander							--	--	--	--	--	--
White (not of Hispanic origin)	36	13	0	2	1	52	42	58	2	7	1	110
Multi-Racial/Multi-Ethnic	*	*	*	*	*	*	5	4	0	0	1	10
Column Totals (excluding White, Asian, Multi)	50	21	0	2	1	74	63	79	4	9	4	159
Weight	133	100	100	0	0		133	100	100	0	0	
Weighted Counts	6650	2100	0				8379	7900	400			
Yearly Index	(6650 + 2100 + 0) / 74 = 118.2						(8379 + 7900 + 400) / 159 = 104.9					
Reading Index	(118.2 + 104.9) / 2 = 111.6											

	2009-2010						2010-2011					
	Meets or Exceeds		Does Not Meet			# Tests	Meets or Exceeds		Does Not Meet			# Tests
	Exceeds	Meets	Meets Growth Target				Exceeds	Meets	Meets Growth Target			
			Yes	No	NA				Yes	No	NA	
Math												
All Students	39	22	0	3	1	65	33	79	5	17	3	137
Economically Disadvantaged	--	--	--	--	--	--	--	--	--	--	--	--
Limited English Proficient	--	--	--	--	--	--	--	--	--	--	--	--
Students with Disabilities	*	*	*	*	*	*	2	4	2	3	1	12
Amer Ind/Alskn Ntv	*	*	*	*	*	*	*	*	*	*	*	*
Black (not of Hispanic origin)	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	0	5	0	2	0	7
Asian/Pacific Islander	*	*	*	*	*	*	5	2	0	0	0	7
Asian							5	2	0	0	0	7
Pacific Islander							--	--	--	--	--	--
White (not of Hispanic origin)	28	20	0	3	1	52	22	67	5	14	2	110
Multi-Racial/Multi-Ethnic	*	*	*	*	*	*	5	4	0	0	1	10
Column Totals (excluding White, Asian, Multi)	44	26	0	3	1	74	36	89	7	23	4	159
Weight	133	100	100	0	0		133	100	100	0	0	
Weighted Counts	5852	2600	0				4788	8900	700			
Yearly Index	(5852 + 2600 + 0) / 74 = 114.2						(4788 + 8900 + 700) / 159 = 90.5					
Math Index	(114.2 + 90.5) / 2 = 102.4											

Additional Indicators²

Attendance Rate

School Year	Rate
2009-2010	95.7
2010-2011	95.7

Attendance: Outstanding

Two-year Average Attendance = (Attendance Rate 2009-2010 + Attendance Rate 2010-2011) / 2
 = (95.7 + 95.7) / 2 = 95.7

Rating	In Need of Improvement	Satisfactory	Outstanding
Attendance Rate	Less than 89.0	89.0 to 91.9	92.0 or Higher

Participation Rate

2010-2011 Participation in Statewide Assessments

Grade	Reading		Math		Writing		Science	
	Partic	Non-Partic	Partic	Non-Partic	Partic	Non-Partic	Partic	Non-Partic
3	26	0	26	0				
4	24	0	24	0	23	0		
5	26	0	26	0			26	0
6	23	0	23	0				
7	24	0	24	0	24	0		
8	19	0	19	0			19	0
HS	0	0	0	0	0	0	0	0

Participation: Outstanding

Participation in Statewide Assessments = Participants / (Participants + Non-Participants)
 = 376 / (376 + 0) = 100.0

Rating	In Need of Improvement	Outstanding
Participation Rate	Less than 94.5	94.5 or Higher

District: Tigard-Tualatin SD 23J (2242)

School: MITCH Charter School (3579)

Public Version

OREGON Department of Education

255 Capitol Street NE, Salem OR 97310

Thursday, October 06, 2011

Notes

Overall School Rating

There are no notes.

Achievement Index Rating

1- This rating should be interpreted with caution. This school has had a significant change in population due to a boundary or organizational change.

Additional Indicators

2- Attendance and Participation rates that do not meet minimum requirements may limit a school's overall rating.

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

2010-11 Final AYP Report (Public)

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

Mathematics (Math)

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

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

2010-11 Final AYP Report (Public)

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		0	1	0	0	1	100
Limited English Proficient		0	0	0	0	0	--
Students with Disabilities		4	12	0	0	16	100
Asian/Pacific Islander		3	7	0	0	10	100
Black (not of Hispanic origin)		1	1	0	0	2	100
Hispanic origin		3	7	0	0	10	100
American Indian/Alaskan Native		1	2	0	0	3	100
White (not of Hispanic origin)	MET	52	114	0	0	166	100
Multi-Racial/Multi-Ethnic		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		*	*	*	*	2009-2011	--	--	*
Limited English Proficient		*	*	*	*	2009-2011	--	--	*
Students with Disabilities		*	*	12	8	2009-2011	*	*	*
Asian/Pacific Islander		*	*	7	7	2009-2011	*	*	*
Black (not of Hispanic origin)		*	*	*	*	2009-2011	*	*	*
Hispanic origin		*	*	7	6	2009-2011	*	*	*
American Indian/Alaskan Native		*	*	*	*	2009-2011	*	*	*
White (not of Hispanic origin)	MET	52	49	110	100	2009-2011	91.98	11.86	103.84
Multi-Racial/Multi-Ethnic		*	*	10	9	2009-2011	*	*	*

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

2010-11 Final AYP Report (Public)

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		0	1	0	0	1	100
Limited English Proficient		0	0	0	0	0	--
Students with Disabilities		4	12	0	0	16	100
Asian/Pacific Islander		4	7	0	0	11	100
Black (not of Hispanic origin)		1	1	0	0	2	100
Hispanic origin		3	7	0	0	10	100
American Indian/Alaskan Native		1	2	0	0	3	100
White (not of Hispanic origin)	MET	52	114	0	0	166	100
Multi-Racial/Multi-Ethnic		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 Standards # Met					10-11 Standards # Met
All Students	MET	65	61	137	127	112	2009-2011	85.64	10.62	96.27
Economically Disadvantaged		*	*	*	*	*	2009-2011	--	--	*
Limited English Proficient		*	*	*	*	*	2009-2011	--	--	*
Students with Disabilities		*	*	12	8	6	2009-2011	*	*	*
Asian/Pacific Islander		*	*	7	7	7	2009-2011	*	*	*
Black (not of Hispanic origin)		*	*	*	*	*	2009-2011	*	*	*
Hispanic origin		*	*	7	7	5	2009-2011	*	*	*
American Indian/Alaskan Native		*	*	*	*	*	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		*	*	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		93.85	92.70	81.75	-1.15	0.62
Economically Disadvantaged		--	--	--	--	*
Limited English Proficient		--	--	--	--	*
Students with Disabilities		*	66.67	50.00	*	*
Asian/Pacific Islander		*	100.00	100.00	*	*
Black (not of Hispanic origin)		*	*	*	*	*
Hispanic origin		*	100.00	71.43	*	*
American Indian/Alaskan Native		*	*	*	*	*
White (not of Hispanic origin)		92.31	91.82	80.91	-0.49	0.77
Multi-Racial/Multi-Ethnic		*	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

2010-11 Final AYP Report (Public)

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		*	--	*	*	89.8
Limited English Proficient		*	--	*	*	49.0
Students with Disabilities		8	96.1	12	95.6	95.8
Asian/Pacific Islander		14	96.4	17	97.5	97.0
Black (not of Hispanic origin)		*	*	*	*	97.8
Hispanic origin		6	96.6	12	95.6	95.9
American Indian/Alaskan Native		*	*	*	*	96.8
White (not of Hispanic origin)	MET	111	95.4	171	95.5	95.5
Multi-Racial/Multi-Ethnic		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.