



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

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DISTRICT Tigard-Tualatin SD 23J
SUPERINTENDENT Ernest Brown
PRINCIPAL Melissa Meyer
GRADES SERVED K-8

For more report card measures, including detailed demographic information, visit www.ode.state.or.us/go/RCMeasures

FROM THE PRINCIPAL

Dear Parents and Community Members,

From the Executive Director:

This is the Oregon Report Card for MITCH Charter School. It includes information about our school's performance on the Smarter Balanced Assessment. Because 2014-15 was the first year Oregon students took the Smarter Balanced test, this is a transition year. **Schools will not receive overall ratings on this report card**, as they have in the past. Instead, our 2014-15 scores will provide baseline information to help us measure growth on the 2015-16 tests.

At MITCH, we teach a rigorous curriculum where every student studies language arts & literature, history & geography, mathematics, science, music and the visual arts in a precise sequence year-by-year. Our purpose in teaching content in a grade-by-grade sequence is to give every student the knowledge necessary to achieve at high levels. We are especially proud of how well our students performed on the new assessment: nearly 74% of MITCH students earned a level 3 or higher on the English Language Arts assessment. In math, 66% of our students earned a level 3 or higher.

A closer look at student sub-group (white, ELL, students with disabilities, etc.) outcomes on page 2 reveals that our sequential instruction supported by class sizes limited to 26 students closes the achievement gap for students in under-served demographics, as well as for English learners.

We offer an education emphasizing:

- Literacy through content-rich reading instruction and explicit writing instruction at every grade level;
- Mastery of mathematics & science skills and concepts

- Cultural literacy through music and visual arts instruction

- Daily homework

- Individual student effort, perseverance, and personal responsibility

We offer an education expecting:

- High academic achievement through consistent daily performance by every student

- Parents to partner in the learning process by supporting the school's challenging learning objectives and behavior expectations

Beyond test scores, MITCH Charter School is committed to teaching a coherent, cumulative, and content-specific curriculum in language arts, history, geography, mathematics, science, the arts, and agriculture so that our students become literate, knowledgeable, and confident leaders serving our community, nation, and world.

Thank you,

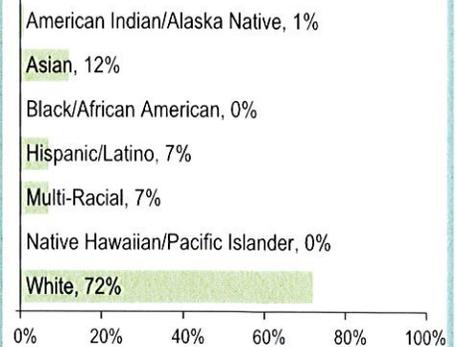
Director | Melissa Meyer

SCHOOL PROFILE

ENROLLMENT 2014-15	222	SELECTED DEMOGRAPHICS	
K-3	94	Economically Disadvantaged	*
4-5	64	Students with Disabilities	9%
6-8	64	English Learners	5%
MEDIAN CLASS SIZE		Different Languages Spoken	14
	School : Oregon	Regular Attenders	93.8%
Self-Contained	24.5 : 25.0	Mobile Students	17.4%
Departmentalized	17.0 : 25.0		

* is displayed when the data must be suppressed to protect student confidentiality.

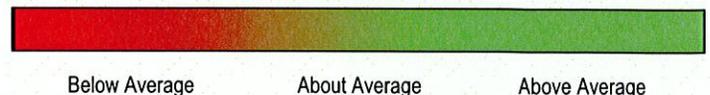
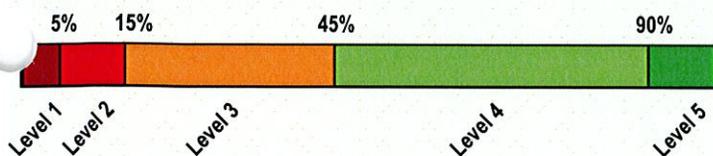
STUDENTS



OVERALL SCHOOL RATING HOW ARE STUDENTS AT THIS SCHOOL PERFORMING COMPARED TO THOSE AT OTHER SCHOOLS?

The overall school rating is intended to summarize this school's particular successes and challenges. It is based on a combination of up to five factors. Three of these factors come from standardized test scores in reading and math: student achievement, student growth, and the growth of underserved subgroups. Please note that this rating is based mainly on high-stakes testing and, accordingly, doesn't represent a complete view of your school's performance. Other aspects of this report card are designed to put this rating in the proper context.

The U. S. Department of Education has given the State of Oregon approval to temporarily suspend the assignment of school ratings during the transition from the Oregon Assessment of Knowledge and Skills (OAKS) to the new college and career readiness assessments. Schools will not receive an overall school rating on this report card and will receive a new overall school rating on the 2015-16 school report cards.



PROGRESS ARE STUDENTS MAKING ADEQUATE GAINS OVER TIME?

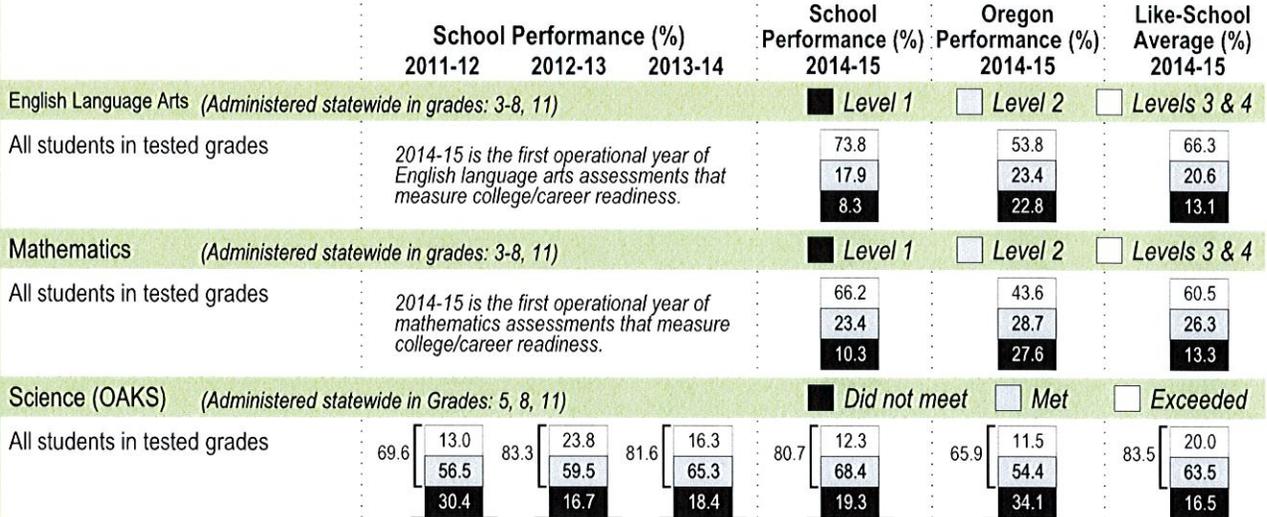
SCHOOL PERFORMANCE

Performance of students enrolled in the school for a full academic year

Did at least 95% of the students at this school take required assessments? Yes No, Interpret Results with Caution
Participation rate criteria are in place to ensure schools test all eligible students.

The Smarter Balanced and alternate assessments have four performance levels where levels 3 and 4 are meeting the standard for school and district accountability.

See report cards from previous years to view historical OAKS performance data.



Visit www.ode.state.or.us/go/data for additional assessment results.

Note: a "*" is displayed when data are unavailable or to protect student confidentiality.

OUTCOMES FOR KEY STUDENT GROUPS AT THIS SCHOOL COMPARED TO THE SAME GROUPS STATEWIDE

STUDENT GROUP OUTCOMES

	School Performance (%)	Oregon Performance (%)	Like-School Average (%)	School Performance (%)	Oregon Performance (%)	Like-School Average (%)	School Performance (%)	Oregon Performance (%)	Like-School Average (%)		
Economically Disadvantaged			American Indian/Alaska Native			Native Hawaiian/Pacific Islander					
Eng. Lang. Arts	*	41.4	50.3	Eng. Lang. Arts	*	36.4	50.0	Eng. Lang. Arts	*	41.4	*
Mathematics	*	31.1	42.7	Mathematics	*	27.8	62.5	Mathematics	*	29.5	*
Science	*	54.9	71.4	Science	*	52.7	66.7	Science	*	45.9	*
English Learners			Asian			White					
Eng. Lang. Arts	50.0	32.8	52.2	Eng. Lang. Arts	78.9	71.3	70.6	Eng. Lang. Arts	74.3	59.9	67.0
Mathematics	50.0	25.0	65.7	Mathematics	84.2	68.0	76.5	Mathematics	65.3	49.5	60.7
Science	66.7	39.6	73.9	Science	72.7	73.8	80.0	Science	82.9	74.2	85.7
Students with Disabilities			Black/African American			Female					
Eng. Lang. Arts	31.3	23.4	32.3	Eng. Lang. Arts	*	34.8	50.0	Eng. Lang. Arts	75.6	59.8	72.3
Mathematics	12.5	19.3	29.3	Mathematics	*	22.7	40.0	Mathematics	64.1	43.4	59.0
Science	*	38.2	57.9	Science	*	37.0	*	Science	80.0	64.5	81.1
Migrant			Hispanic/Latino			Male					
Eng. Lang. Arts	*	27.9	*	Eng. Lang. Arts	55.6	36.2	57.5	Eng. Lang. Arts	71.6	48.0	60.5
Mathematics	*	19.8	*	Mathematics	55.6	26.0	46.1	Mathematics	68.7	43.8	61.9
Science	*	35.6	*	Science	*	44.8	61.7	Science	81.5	67.3	85.8
Talented and Gifted			Multi-Racial								
Eng. Lang. Arts	*	95.8	>95	Eng. Lang. Arts	76.9	58.9	66.4	Note: a "*" is displayed when data are unavailable or to protect student confidentiality.			
Mathematics	*	94.6	>95	Mathematics	61.5	47.7	64.2				
Science	*	97.7	>95	Science	*	70.6	81.2				

CURRICULUM & LEARNING ENVIRONMENT WHAT IS THIS SCHOOL DOING TO IMPROVE STUDENT LEARNING AND TO PREPARE STUDENTS FOR THE FUTURE?

SCHOOL READINESS

Positive Behavior Intervention System, P.A.W.s
(Positive Actions and Words)
School Wellness program
School garden supported by community
partnerships

ACADEMIC SUPPORT

We care about the success of every student and will work hard to provide a positive school experience that meets each child's individual needs.

- Small class size: 20-25 students per class
- Parent Support Group (PSO) supports teacher and instructional needs through fundraising
- Full-time teacher supports student learning interventions
- District learning specialist available
- Partnership with TTOA for advanced math classes; middle school students can earn high school credit

ACADEMIC ENRICHMENT

MITCH Charter School offers a diverse and actively integrated learning environment for all students.

- Every class takes a monthly field trip to supplement what is taught in the classroom
- Each class presents at least 2 Core Knowledge per year as a capstone to classroom learning
- 6th – 8th grade students participate in student leadership and service opportunities
- Agricultural learning is integrated throughout curriculum
- Art & Music classes are a required part of our curriculum
- Our Community Partnerships support the development of service learning and our School Gardens
- Pursuing School of Distinction designation from the Core Knowledge Foundation

EXTRA- CURRICULAR ACTIVITIES/ AFTER SCHOOL PROGRAMS

We understand the need for developmentally appropriate extra-curricular activities for all students and offer after-school activities and clubs. These activities are determined on a semester-by-semester basis.

Data and information in the Curriculum and Learning Environment section were provided by local schools and districts, and were not verified by the Oregon Department of Education.



District: Tigard-Tualatin SD 23J

School: Multi-sensory Instruction Teaching Children Hands-On

The purpose of the Report Card rating details report is to describe the rating methodology and display the data used by the school accountability system to determine the overall school rating (i.e., overall level) that is shown on each school's Report Card. The Oregon Department of Education (ODE) piloted the school accountability system in 2011-12 to identify Priority, Focus, and Model schools as part of the ESEA Waiver. For more details on the school report cards, please visit the following link: <http://www.ode.state.or.us/go/schoolRC>.

The U. S. Department of Education has given the State of Oregon approval to temporarily suspend the assignment of school ratings during the transition from the Oregon Assessment of Knowledge and Skills (OAKS) to the new college and career readiness assessments. Schools will not receive an overall school rating on this rating details report but will receive a new overall school rating on the 2015-16 rating details reports.

Overall Level: Not Rated

Performance Indicator	Level	% of Points Earned	Weight	Weighted Points
Academic Achievement <i>(page 3)</i>	Not Rated	NA	NA	NA
Academic Growth <i>(page 4)</i>	Not Rated	NA	NA	NA
Subgroup Growth <i>(page 5)</i>	Not Rated	NA	NA	NA
Consecutive Years with Missed Participation Targets* <i>(page 6)</i>	Not Rated	NA		
			Totals**	NA
			Weighted Percent	NA

* Schools do not receive points for participation. However, a school's overall Level is lowered by one level for each consecutive year that it did not meet all participation targets.

Schools may not be eligible for all possible points. Schools are not rated in categories where they do not meet minimum student count requirements.

Level Assignment	Weighted Percent
Level 5	Not Applicable
Level 4	Not Applicable
Level 3	Not Applicable
Level 2	Not Applicable
Level 1	Not Applicable

Levels are calculated using the percentage of points earned out of the total points eligible. For schools with data on all indicators, the total points possible are:

- 25 for Academic Achievement
- 50 for Academic Growth
- 25 for Subgroup Growth

The total score is matched to the scoring guide above to determine the school's rating.

Federal Reporting Designations	
Received Title I Funds in 2014-15 (Y/N)	N
ESEA Designation (if any)	

Due to the transition to new assessments, the rating details report only displays a single year of achievement, growth, and participation data.



District: Tigard-Tualatin SD 23J

School: Multi-sensory Instruction Teaching Children Hands-On

The school accountability system determines the overall school rating by using the percent of points a school earns for each of the indicators below. Subsequent pages display the data that support each indicator rating.

Academic Achievement (page 3)	Level	Points Earned	Points Eligible
English Language Arts (All Students)	Not Rated	NA	NA
Mathematics (All Students)	Not Rated	NA	NA
Total	Not Rated	NA	NA

Percent of Points Earned = Total Points Earned / Total Points Eligible

NA

Category Level Cutoffs	
Level	% of Points Earned
Level 5	Not Applicable
Level 4	Not Applicable
Level 3	Not Applicable
Level 2	Not Applicable
Level 1	Not Applicable

Academic Growth (page 4)	Level	Points Earned	Points Eligible
English Language Arts (All Students)	Not Rated	NA	NA
Mathematics (All Students)	Not Rated	NA	NA
Total	Not Rated	NA	NA

Percent of Points Earned = Total Points Earned / Total Points Eligible

NA

Subgroup Growth (page 5)	Level	Points Earned	Points Eligible
English Language Arts			
Economically Disadvantaged	Not Rated	NA	NA
English Learners	Not Rated	NA	NA
Students with Disabilities	Not Rated	NA	NA
Underserved Races/Ethnicities ¹	Not Rated	NA	NA
Math			
Economically Disadvantaged	Not Rated	NA	NA
English Learners	Not Rated	NA	NA
Students with Disabilities	Not Rated	NA	NA
Underserved Races/Ethnicities ¹	Not Rated	NA	NA
Total	Not Rated	NA	NA

Percent of Points Earned = Total Points Earned / Total Points Eligible

NA

1. Includes American Indian/Alaska Native, Pacific Islander, Black, and Hispanic students.



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The Academic Achievement indicator reflects the percent of all students that meet or exceed standards on the state English language arts and mathematics assessments at all tested grades in the school. Both English language arts and mathematics have a target as required by Oregon's ESEA waiver, and each subgroup will meet the target if the value for "% of students at Level 3 or Level 4" is greater than or equal to the target.

Achievement Level Cutoffs		
Level	English Language Arts	Math
Level 5	Not Applicable	Not Applicable
Level 4	Not Applicable	Not Applicable
Level 3	Not Applicable	Not Applicable
Level 2	Not Applicable	Not Applicable
Level 1	Not Applicable	Not Applicable

English Language Arts Target: 54.5%

English Language Arts	Level	2013-14		2014-15		Combined % Met
		Tests	% Met	Tests	% Level 3/4	
All Students	Not Rated	NA	NA	145	73.8	NA
Economically Disadvantaged ¹	Not Rated	NA	NA	*	*	NA
English Learners ¹	Not Rated	NA	NA	*	*	NA
Students with Disabilities ¹	Not Rated	NA	NA	16	31.3	NA
Underserved Races/Ethnicities ¹	Not Rated	NA	NA	12	58.3	NA
American Indian/Alaska Native ²	Not Rated	NA	NA	*	*	NA
Native Hawaiian/Pacific Islander ²	Not Rated	NA	NA	*	*	NA
Black/African American ²	Not Rated	NA	NA	*	*	NA
Hispanic/Latino ²	Not Rated	NA	NA	9	55.6	NA
Asian ¹	Not Rated	NA	NA	19	78.9	NA
White ¹	Not Rated	NA	NA	101	74.3	NA
Multi-Racial ¹	Not Rated	NA	NA	13	76.9	NA

Mathematics Target: 40.0%

Math	Level	2013-14		2014-15		Combined % Met
		Tests	% Met	Tests	% Level 3/4	
All Students	Not Rated	NA	NA	145	66.2	NA
Economically Disadvantaged ¹	Not Rated	NA	NA	*	*	NA
English Learners ¹	Not Rated	NA	NA	*	*	NA
Students with Disabilities ¹	Not Rated	NA	NA	16	12.5	NA
Underserved Races/Ethnicities ¹	Not Rated	NA	NA	12	50.0	NA
American Indian/Alaska Native ²	Not Rated	NA	NA	*	*	NA
Native Hawaiian/Pacific Islander ²	Not Rated	NA	NA	*	*	NA
Black/African American ²	Not Rated	NA	NA	*	*	NA
Hispanic/Latino ²	Not Rated	NA	NA	9	55.6	NA
Asian ¹	Not Rated	NA	NA	19	84.2	NA
White ¹	Not Rated	NA	NA	101	65.3	NA
Multi-Racial ¹	Not Rated	NA	NA	13	61.5	NA

1. These data are not part of the Academic Achievement indicator but are included to provide additional information on subgroup performance.
2. Included in the Underserved Races/Ethnicities subgroup.

Data notes:

- * Fewer than 6 students tested in the last two years combined.
- >95.0 Greater than 95 percent of students met or exceeded. Test counts are also suppressed.
- <5.0 Less than 5 percent of students met or exceeded. Test counts are also suppressed.

Note that 2014-15 is the first operational year of English language arts and mathematics assessments that measure college/career readiness. See reports from previous years to view historical OAKS performance data.

District: Tigard-Tualatin SD 23J

School: Multi-sensory Instruction Teaching Children Hands-On

The Academic Growth indicator uses the Colorado Growth Model to measure student growth in English language arts and mathematics as compared to academic peers (i.e., students throughout the state who have a similar English language arts or mathematics test score history).

Oregon adopted this growth model as part of the process of obtaining a waiver from some of the requirements of the No Child Left Behind Act (NCLB). This growth model provides a more complete picture of student performance and will help provide a better evaluation of school effectiveness.

The growth model examines a student's current performance as compared to that of his/her academic peers with a similar test score history, and expresses it as a percentile (i.e., a ranking from 1 to 99 where 99 is the highest). For example, a growth percentile of 50 in English language arts would indicate that a student had typical or average growth compared to all other students in the state with similar prior test scores. A growth percentile of 80 would indicate that a student's growth was as high or higher than 80 percent of his/her academic peers.

The school accountability system uses the median growth percentile for both English language arts and mathematics to represent the "typical" growth at the school. For example, a median growth percentile of 65 in mathematics would indicate that the typical student in this school exhibited growth in mathematics as high or higher than 65 percent of his/her academic peers.

The Academic Growth indicator does not have targets similar to the Academic Achievement indicator; however, schools may exhibit low, typical, or high growth given the value of their respective median growth percentile.

The following describes low, typical, or high growth:

- > Low growth is a median growth percentile less than 35
- > Typical growth is a median growth percentile greater than or equal to 35 and less than 66
- > High growth is a median growth percentile greater than or equal to 66

Growth Level Cutoffs		
Level	On Track Growth	
	Yes	No
Level 5	Not Applicable	Not Applicable
Level 4	Not Applicable	Not Applicable
Level 3	Not Applicable	Not Applicable
Level 2	Not Applicable	Not Applicable
Level 1	Not Applicable	Not Applicable

Academic Growth	Level	2013-14		2014-15		Combined Median Growth Percentile	Combined Median Growth Target	On Track Growth?
		Students	Median Growth Percentile	Students	Median Growth Percentile			
English Language Arts (All Students)	Not Rated	NA	NA	119	50.0	NA	NA	NA
Mathematics (All Students)	Not Rated	NA	NA	119	55.0	NA	NA	NA

Data notes:

- * Fewer than 6 students with growth percentiles.
- NA Not applicable

Note that 2014-15 is the first operational year of English language arts and mathematics assessments that measure college/career readiness. See reports from previous years to view historical OAKS growth data.



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The Subgroup Growth indicator measures the growth of historically underserved student subgroups. It disaggregates the Academic Growth indicator and reflects the growth for economically disadvantaged, limited English proficient, students with disabilities, and historically underserved races/ethnicities. The school accountability system uses the median growth percentile for both English language arts and mathematics to represent the "typical" growth for each subgroup. The Subgroup Growth indicator does not have targets similar to the Academic Achievement indicator; however, schools may exhibit low, typical, or high growth given the value of their respective median growth percentile (see previous page for details).

Growth Level Cutoffs		
Level	On Track Growth	
	Yes	No
Level 5	Not Applicable	Not Applicable
Level 4	Not Applicable	Not Applicable
Level 3	Not Applicable	Not Applicable
Level 2	Not Applicable	Not Applicable
Level 1	Not Applicable	Not Applicable

English Language Arts	Level	2013-14		2014-15		Combined Median Growth Percentile	Combined Median Growth Target	On Track Growth?
		Students	Median Growth Percentile	Students	Median Growth Percentile			
Economically Disadvantaged	Not Rated	NA	NA	*	*	NA	NA	NA
English Learners	Not Rated	NA	NA	*	*	NA	NA	NA
Students with Disabilities	Not Rated	NA	NA	14	33.0	NA	NA	NA
Underserved Races/Ethnicities	Not Rated	NA	NA	11	36.0	NA	NA	NA
American Indian/Alaska Native ¹	Not Rated	NA	NA	*	*	NA	NA	NA
Native Hawaiian/Pacific Islander ¹	Not Rated	NA	NA	*	*	NA	NA	NA
Black/African American ¹	Not Rated	NA	NA	*	*	NA	NA	NA
Hispanic/Latino ¹	Not Rated	NA	NA	8	39.5	NA	NA	NA
Asian ²	Not Rated	NA	NA	15	60.0	NA	NA	NA
White ²	Not Rated	NA	NA	81	50.0	NA	NA	NA
Multi-Racial ²	Not Rated	NA	NA	12	60.5	NA	NA	NA

Math	Level	2013-14		2014-15		Combined Median Growth Percentile	Combined Median Growth Target	On Track Growth?
		Students	Median Growth Percentile	Students	Median Growth Percentile			
Economically Disadvantaged	Not Rated	NA	NA	*	*	NA	NA	NA
English Learners	Not Rated	NA	NA	*	*	NA	NA	NA
Students with Disabilities	Not Rated	NA	NA	14	50.5	NA	NA	NA
Underserved Races/Ethnicities	Not Rated	NA	NA	11	47.0	NA	NA	NA
American Indian/Alaska Native ¹	Not Rated	NA	NA	*	*	NA	NA	NA
Native Hawaiian/Pacific Islander ¹	Not Rated	NA	NA	*	*	NA	NA	NA
Black/African American ¹	Not Rated	NA	NA	*	*	NA	NA	NA
Hispanic/Latino ¹	Not Rated	NA	NA	8	60.0	NA	NA	NA
Asian ²	Not Rated	NA	NA	15	65.0	NA	NA	NA
White ²	Not Rated	NA	NA	81	56.0	NA	NA	NA
Multi-Racial ²	Not Rated	NA	NA	12	48.0	NA	NA	NA

- Included in the Underserved Races/Ethnicities subgroup.
- These data are not part of the Academic Growth indicator but are included to provide additional information on subgroup performance.

Data notes:

- * Fewer than 6 students tested in the last two years combined
- NA Not applicable

Note that 2014-15 is the first operational year of English language arts and mathematics assessments that measure college/career readiness. See reports from previous years to view historical OAKS growth data.

District: Tigard-Tualatin SD 23J

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All students in tested grades and enrolled on the first school day in May must take a statewide assessment. The tables below display the percentage of students who took a statewide assessment by school year, subject, and subgroup. The tables also indicate whether each subgroup met the federal participation rate target of 94.5%.

The Academic Achievement, Academic Growth, and Subgroup Growth indicators depend upon student test scores. These indicators are valid only when schools uniformly test all students.

Participation Target: 94.5%

English Language Arts	Status	Participants		Non-Participants		Participation Rate			Applied Rate²
		2013-14	2014-15	2013-14	2014-15	2013-14	2014-15	Combined	
All Students	Not Rated	NA	152	NA	1	NA	99.3	NA	NA
Economically Disadvantaged	Not Rated	NA	1	NA	0	NA	100.0	NA	NA
English Learners	Not Rated	NA	4	NA	0	NA	100.0	NA	NA
Students with Disabilities	Not Rated	NA	17	NA	0	NA	100.0	NA	NA
Underserved Races/Ethnicities	Not Rated	NA	12	NA	0	NA	100.0	NA	NA
American Indian/Alaska Native ¹	Not Rated	NA	3	NA	0	NA	100.0	NA	NA
Native Hawaiian/Pacific Islander ¹	Not Rated	NA	0	NA	0	NA	--	NA	NA
Black/African American ¹	Not Rated	NA	0	NA	0	NA	--	NA	NA
Hispanic/Latino ¹	Not Rated	NA	9	NA	0	NA	100.0	NA	NA
Asian	Not Rated	NA	19	NA	1	NA	95.0	NA	NA
White	Not Rated	NA	108	NA	0	NA	100.0	NA	NA
Multi-Racial	Not Rated	NA	13	NA	0	NA	100.0	NA	NA

Math	Status	Participants		Non-Participants		Participation Rate			Applied Rate²
		2013-14	2014-15	2013-14	2014-15	2013-14	2014-15	Combined	
All Students	Not Rated	NA	152	NA	1	NA	99.3	NA	NA
Economically Disadvantaged	Not Rated	NA	1	NA	0	NA	100.0	NA	NA
English Learners	Not Rated	NA	4	NA	0	NA	100.0	NA	NA
Students with Disabilities	Not Rated	NA	17	NA	0	NA	100.0	NA	NA
Underserved Races/Ethnicities	Not Rated	NA	12	NA	0	NA	100.0	NA	NA
American Indian/Alaska Native ¹	Not Rated	NA	3	NA	0	NA	100.0	NA	NA
Native Hawaiian/Pacific Islander ¹	Not Rated	NA	0	NA	0	NA	--	NA	NA
Black/African American ¹	Not Rated	NA	0	NA	0	NA	--	NA	NA
Hispanic/Latino ¹	Not Rated	NA	9	NA	0	NA	100.0	NA	NA
Asian	Not Rated	NA	19	NA	1	NA	95.0	NA	NA
White	Not Rated	NA	108	NA	0	NA	100.0	NA	NA
Multi-Racial	Not Rated	NA	13	NA	0	NA	100.0	NA	NA

1. Included in the Underserved Races/Ethnicities subgroup.

2. The Applied rate is the rate used to determine if the participation target is met. It is the higher of the combined rate and the most recent rate.

Data notes:

* Fewer than 6 students tested in the last two years combined

Note that 2014-15 is the first operational year of English language arts and mathematics assessments that measure college/career readiness. See reports from previous years to view historical OAKS participation data.