



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

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www.mitchcharterschool.org

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.oregon.gov/ode/reports-and-data

FROM THE PRINCIPAL

Dear Parents and Community Members,

This is the Oregon Report Card for MITCH Charter School. It includes information about our school's performance on the Smarter Balanced Assessment. While changes in the state accountability are being implemented, schools will not receive overall ratings on this report card, as they have in the past.

MITCH is a small, vibrant public charter school educating kindergarten through 8th grade students by partnering with families to create a positive, supportive community dedicated to every child's success. We teach a rigorous liberal arts program in language arts, history, geography, mathematics and science, and art and music – purposefully integrated and sequenced from year-to-year. We are serious about multi-sensory and hands on teaching in the classroom,

and through our focus on sustainable urban agriculture.

A child's education is vitally important to parents and, in Oregon, parents have a choice in where their child attends school. Parents who choose MITCH Charter School are providing an extraordinary education for their child.

Visit our website at mcs.k12.or.us to learn more about the exceptional public school opportunity available to your child. We look forward to talking with you, meeting you, and most importantly, educating your child.

Thank you,

Director | Melissa Meyer

SCHOOL PROFILE

ENROLLMENT 2016-17

K-3	236
4-5	134
6-8	44
	58

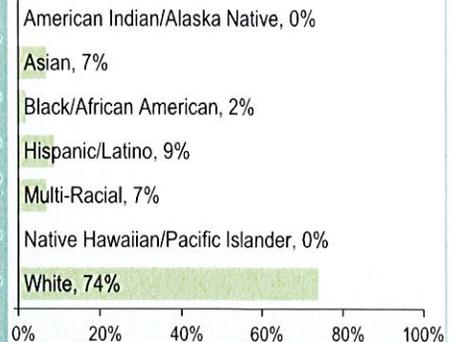
MEDIAN CLASS SIZE

	School	Oregon
Self-Contained	19.5	24.0
Departmentalized	16.0	25.0

SELECTED DEMOGRAPHICS

Economically Disadvantaged	*
Students with Disabilities	9%
Ever English Learner	6%
Different Languages Spoken	12
Regular Attenders	91.2%
Mobile Students	17.3%

STUDENTS



IMMUNIZATION RATES

Percent of students with all required vaccines: 93
Percent of students without all required vaccines: 7

(The percent without required vaccines includes students with medical exemptions, nonmedical exemptions, no immunization records, or up-to-date but incomplete immunization records. Visit <http://www.healthoregon.org/immdata> for more information.)

When data are unavailable or to protect student confidentiality:

* refers to groups of less than 6 students.

<5 indicates that a percentage is less than 5%.

>95 indicates that a percentage is greater than 95%.

*** refers to a school that offers lunch at no charge to all students.

The Oregon Department of Education (ODE) will not assign summative, overall ratings to schools on the 2016-17 report cards given the upcoming implementation of the Every Student Succeeds Act (ESSA) in 2017-18. However, the ODE will report indicator ratings (e.g., achievement, growth, graduation, etc.) for each school and student group on the 2016-17 Report Card (RC) Rating Details reports. These reports are accessible at <http://www.oregon.gov/ode/schools-and-districts/reportcards>. For more information about ESSA and the redesign of the school and district report cards, please visit <http://www.oregon.gov/ode/rules-and-policies/ESSA>.

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.

2014-15 was the first operational year of the new English language arts and mathematics assessments.

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.

	School Performance (%)			School Performance (%)	Oregon Performance (%)	Like-School Average (%)	
	2013-14	2014-15	2015-16	2016-17	2016-17	2016-17	
English Language Arts (Administered statewide in grades: 3-8, 11)							
Levels 3 & 4	73.8	75.4	65.3	52.3	61.2		
Level 2	17.9	16.4	21.8	22.6	20.7		
Level 1	8.3	8.2	12.9	25.1	18.1		
Mathematics (Administered statewide in grades: 3-8, 11)							
Levels 3 & 4	66.2	63.9	62.1	42.8	52.8		
Level 2	23.4	27.0	28.2	27.1	28.0		
Level 1	10.3	9.0	9.7	30.1	19.2		
Science (OAKS) (Administered statewide in Grades: 5, 8, 11)							
Exceeded	81.6	16.3	80.7	75.0	90.0	64.5	83.0
Met	65.3	12.3	61.1	27.5	62.5	13.3	51.2
Did not meet	18.4	68.4	25.0	10.0	35.5	57.8	17.0

Visit www.oregon.gov/ode/reports-and-data for additional assessment results.

*, <5, and >95 are displayed when the data must be suppressed 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	*	39.7	49.5	Eng. Lang. Arts	*	33.0	33.3	Eng. Lang. Arts	*	36.3	*
Mathematics	*	30.1	40.9	Mathematics	*	26.3	22.2	Mathematics	*	26.9	*
Science	*	53.2	75.8	Science	*	48.9	30.0	Science	*	42.9	*
Ever English Learners			Asian			White					
Eng. Lang. Arts	41.7	30.8	32.2	Eng. Lang. Arts	71.4	71.9	46.9	Eng. Lang. Arts	66.3	58.7	62.9
Mathematics	50.0	23.7	28.8	Mathematics	71.4	67.8	54.2	Mathematics	64.1	48.9	54.4
Science	*	37.1	44.4	Science	*	71.9	70.6	Science	90.0	73.0	86.1
Students with Disabilities			Black/African American			Female					
Eng. Lang. Arts	42.9	21.1	30.5	Eng. Lang. Arts	*	31.1	70.6	Eng. Lang. Arts	83.6	57.7	66.6
Mathematics	14.3	17.6	26.1	Mathematics	*	19.8	47.1	Mathematics	70.9	42.4	52.3
Science	*	34.9	56.0	Science	*	37.8	*	Science	90.5	62.8	80.9
Migrant			Hispanic/Latino			Male					
Eng. Lang. Arts	*	26.6	*	Eng. Lang. Arts	54.5	34.6	47.0	Eng. Lang. Arts	50.7	47.2	55.9
Mathematics	*	19.9	*	Mathematics	54.5	25.3	37.7	Mathematics	55.1	43.1	53.3
Science	*	32.4	*	Science	*	43.4	63.3	Science	89.5	66.1	85.0
Talented and Gifted			Multi-Racial								
Eng. Lang. Arts	*	95.1	>95	Eng. Lang. Arts	72.7	56.9	61.7	*, <5, and >95 are displayed when the data must be suppressed to protect student confidentiality.			
Mathematics	*	94.5	>95	Mathematics	63.6	46.4	52.9				
Science	*	97.6	>95	Science	*	69.9	80.8				

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

SCHOOL READINESS

MITCH Charter School prepares children to learn.

- Kindergarten Camp offered in the summer
- Positive Behavior Intervention System, PBIS

- School garden supported by community partnerships
- School lunches are locally sourced and prepared by Fresh N' Local
- After school care is provided by the YMCA

ACADEMIC SUPPORT

MITCH Charter School is committed to every child's success and provides a positive school experience that meets each child's individual needs.

- Small class size: 20-25 students per class
- Measures of Academic Progress (MAP) assessments data support individual student learning goals
- Strong Parent Support Group (PSO)
- A full-time school counselor
- District learning specialist available

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

EXTRA-CURRICULAR ACTIVITIES/AFTER SCHOOL PROGRAMS

MITCH Charter School recognizes the need for developmentally appropriate extra-curricular activities for all students and s after-school activities and clubs.

- Oregon Battle of the Books 3rd – 5th grades
- Kids Like Languages, Spanish

- Yoga for Kids
- PlayFitFun Sports
- Science Matters

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. For more details on the school report cards, please visit the following link:
<http://www.oregon.gov/ode/schools-and-districts/reportcards/reportcards>.

The Oregon Department of Education (ODE) will not assign overall ratings to schools on the 2016-17 Report Card Rating Details report given the expiration of Oregon's ESEA flexibility waiver on August 1, 2016 and the transition to the Every Student Succeeds Act (ESSA) in 2017-18. However, the ODE will report ratings by indicator (e.g., academic achievement, academic growth, etc.) as well as student group for each school.

Overall Level: Not Rated

<i>Performance Indicator</i>	<i>Level</i>	<i>% of Points Earned</i>	<i>Weight</i>	<i>Weighted Points</i>
Academic Achievement <i>(page 3)</i>	Level 4	80.0%	NA	NA
Academic Growth <i>(page 4)</i>	Level 4	80.0%	NA	NA
Student Group Growth <i>(page 5)</i>	Not Rated	--	NA	NA
At Least One Student Group Missed a Participation Target <i>(page 8)</i>	No	NA		
Totals			NA	NA
Weighted Percent				NA

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 Student Group 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 2016-17 (Y/N)	N
ESEA Designation (if any)	



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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)	Level 4	4	5
Mathematics (All Students)	Level 4	4	5
Total	Level 4	8	10
Percent of Points Earned = Total Points Earned / Total Points Eligible			80.0%

Category Level Cutoffs	
Level	% of Points Earned
Level 5	90.0%
Level 4	70.0%
Level 3	50.0%
Level 2	30.0%
Level 1	<30.0%

Academic Growth (page 4)	Level	Points Earned	Points Eligible
English Language Arts (All Students)	Level 4	4	5
Mathematics (All Students)	Level 4	4	5
Total	Level 4	8	10
Percent of Points Earned = Total Points Earned / Total Points Eligible			80.0%

Student Group Growth (page 5)	Level	Points Earned	Points Eligible
English Language Arts			
Economically Disadvantaged	Not Rated	0	0
English Learners ¹	Not Rated	0	0
Students with Disabilities	Not Rated	0	0
Underserved Races/Ethnicities ²	Not Rated	0	0
Math			
Economically Disadvantaged	Not Rated	0	0
English Learners ¹	Not Rated	0	0
Students with Disabilities	Not Rated	0	0
Underserved Races/Ethnicities ²	Not Rated	0	0
Total	Not Rated	0	0
Percent of Points Earned = Total Points Earned / Total Points Eligible			--

1. This student group only includes English learners who were current and monitored (two years).
2. 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 an annual measurable target, and each student group 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	73.6 & above	65.4 & above
Level 4	57.0 to 73.5	47.0 to 65.3
Level 3	35.9 to 56.9	26.7 to 46.9
Level 2	27.3 to 35.8	19.0 to 26.6
Level 1	Less than 27.3	Less than 19.0

English Language Arts Target: 57.0%

English Language Arts	Level	2015-16		2016-17		Combined % Met
		Tests	% Level 3/4	Tests	% Level 3/4	
All Students	Level 4	122	75.4	124	65.3	70.3
Economically Disadvantaged ¹	Not Rated	*	*	*	*	*
English Learners ^{1,3}	Not Rated	*	*	7	42.9	30.0
Students with Disabilities ¹	Not Rated	8	12.5	14	42.9	31.8
Underserved Races/Ethnicities ¹	Not Rated	11	45.5	14	50.0	48.0
American Indian/Alaska Native ²	Not Rated	*	*	*	*	*
Native Hawaiian/Pacific Islander ²	Not Rated	*	*	*	*	*
Black/African American ²	Not Rated	*	*	*	*	*
Hispanic/Latino ²	Not Rated	10	50.0	11	54.5	52.4
Asian ¹	Not Rated	14	92.9	7	71.4	85.7
White ¹	Level 4	85	72.9	92	66.3	69.5
Multi-Racial ¹	Not Rated	*	>95	11	72.7	87.0

Mathematics Target: 47.0%

Math	Level	2015-16		2016-17		Combined % Met
		Tests	% Level 3/4	Tests	% Level 3/4	
All Students	Level 4	122	63.9	124	62.1	63.0
Economically Disadvantaged ¹	Not Rated	*	*	*	*	*
English Learners ^{1,3}	Not Rated	*	*	7	42.9	30.0
Students with Disabilities ¹	Not Rated	*	<5	14	14.3	9.1
Underserved Races/Ethnicities ¹	Not Rated	11	54.5	14	42.9	48.0
American Indian/Alaska Native ²	Not Rated	*	*	*	*	*
Native Hawaiian/Pacific Islander ²	Not Rated	*	*	*	*	*
Black/African American ²	Not Rated	*	*	*	*	*
Hispanic/Latino ²	Not Rated	10	60.0	11	54.5	57.1
Asian ¹	Not Rated	14	92.9	7	71.4	85.7
White ¹	Level 4	85	63.5	92	64.1	63.8
Multi-Racial ¹	Not Rated	12	41.7	11	63.6	52.2

1. These data are not part of the Academic Achievement indicator but are included to provide additional information on student group performance.
2. Included in the Underserved Races/Ethnicities student group.
3. This student group only includes English learners who were current and monitored (two years).

Data notes:

- * Fewer than 6 students tested.
- >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.

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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. As shown below, this median growth percentile is the basis for the Academic Growth ratings for English language arts and mathematics.

Growth Level Cutoffs	
Level	Median Growth Percentile
Level 5	65 & above
Level 4	50 to 64.5
Level 3	40 to 49.5
Level 2	35 to 39.5
Level 1	Less than 35

Academic Growth	Level	2015-16		2016-17		Combined Median Growth Percentile
		Students	Median Growth Percentile	Students	Median Growth Percentile	
English Language Arts (All Students)	Level 4	88	67.0	89	59.0	62.0
Mathematics (All Students)	Level 4	88	59.0	89	59.0	59.0

Data notes:

Not Rated Refers to a student group that did not meet minimum size requirements in order to receive a rating.

* Fewer than 6 students with growth percentiles.

NA Is not applicable

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The Student Group Growth indicator measures the growth of historically underserved student groups. It disaggregates the Academic Growth indicator and reflects the growth for economically disadvantaged, English learners, 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 student group.

Growth Level Cutoffs	
Level	Median Growth Percentile
Level 5	65 & above
Level 4	50 to 64.5
Level 3	40 to 49.5
Level 2	35 to 39.5
Level 1	Less than 35

To receive a Student Group Growth indicator rating, a student group must meet the minimum size requirement for the Academic Achievement indicator rating (i.e., 40 tests in the last two years combined) and at least 30 students with growth percentiles.

English Language Arts	Level	2015-16		2016-17		Combined Median Growth Percentile
		Students	Median Growth Percentile	Students	Median Growth Percentile	
Economically Disadvantaged	Not Rated	*	*	*	*	*
English Learners ¹	Not Rated	*	*	*	*	*
Students with Disabilities	Not Rated	7	53.0	8	71.0	66.0
Underserved Races/Ethnicities	Not Rated	7	25.0	11	53.0	50.5
American Indian/Alaska Native ²	Not Rated	*	*	*	*	*
Native Hawaiian/Pacific Islander ²	Not Rated	*	*	*	*	*
Black/African American ²	Not Rated	*	*	*	*	*
Hispanic/Latino ²	Not Rated	6	22.0	9	63.0	53.0
Asian ³	Not Rated	11	52.0	*	*	52.0
White ³	Level 4	62	70.5	65	55.0	62.0
Multi-Racial ³	Not Rated	8	78.5	9	64.0	67.0

Math	Level	2015-16		2016-17		Combined Median Growth Percentile
		Students	Median Growth Percentile	Students	Median Growth Percentile	
Economically Disadvantaged	Not Rated	*	*	*	*	*
English Learners ¹	Not Rated	*	*	*	*	*
Students with Disabilities	Not Rated	7	41.0	8	47.0	44.0
Underserved Races/Ethnicities	Not Rated	7	56.0	11	50.0	53.0
American Indian/Alaska Native ²	Not Rated	*	*	*	*	*
Native Hawaiian/Pacific Islander ²	Not Rated	*	*	*	*	*
Black/African American ²	Not Rated	*	*	*	*	*
Hispanic/Latino ²	Not Rated	6	64.5	9	58.0	58.0
Asian ³	Not Rated	11	47.0	*	*	49.0
White ³	Level 4	62	65.5	65	61.0	62.0
Multi-Racial ³	Not Rated	8	38.5	9	58.0	53.0

- This student group only includes English learners who were current and monitored (two years).
- Included in the Underserved Races/Ethnicities student group.
- These data are not part of the Student Group Growth indicator but are included to provide additional information on student group performance.

Data notes:

Not Rated Refers to a student group that did not meet minimum size requirements in order to receive a rating.

* Fewer than 6 students with growth percentiles.

NA Is not applicable

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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 student group. The tables also indicate whether each student group met the federal participation rate target of 94.5%.

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

Note that non-participants include the following: students whose parents/guardians opted them out from taking the statewide English language arts or mathematics assessments, students who were absent for an extended period of time, students whose parents/guardians requested they not participate for religious or disability related reasons, or students who did not participate due to unknown circumstances.

Participation Target: 94.5%

English Language Arts	Status	Participants		Non-Participants		Participation Rate			Applied Rate²
		2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	Combined	
All Students	Met	125	125	2	1	98.4	99.2	98.8	Current
Economically Disadvantaged	Not Rated	6	1	0	0	100.0	100.0	100.0	NA
English Learners ¹	Not Rated	3	8	0	0	100.0	100.0	100.0	NA
Students with Disabilities	Not Rated	9	14	0	0	100.0	100.0	100.0	NA
Underserved Races/Ethnicities	Not Rated	11	14	0	0	100.0	100.0	100.0	NA
American Indian/Alaska Native ³	Not Rated	1	1	0	0	100.0	100.0	100.0	NA
Native Hawaiian/Pacific Islander ³	Not Rated	0	0	0	0	--	--	--	NA
Black/African American ³	Not Rated	0	2	0	0	--	100.0	100.0	NA
Hispanic/Latino ³	Not Rated	10	11	0	0	100.0	100.0	100.0	NA
Asian	Not Rated	14	7	1	1	93.3	87.5	91.3	NA
White	Met	88	93	1	0	98.9	100.0	99.5	Current
Multi-Racial	Not Rated	12	11	0	0	100.0	100.0	100.0	NA

Math	Status	Participants		Non-Participants		Participation Rate			Applied Rate²
		2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	Combined	
All Students	Met	125	125	2	1	98.4	99.2	98.8	Current
Economically Disadvantaged	Not Rated	6	1	0	0	100.0	100.0	100.0	NA
English Learners ¹	Not Rated	3	8	0	0	100.0	100.0	100.0	NA
Students with Disabilities	Not Rated	9	14	0	0	100.0	100.0	100.0	NA
Underserved Races/Ethnicities	Not Rated	11	14	0	0	100.0	100.0	100.0	NA
American Indian/Alaska Native ³	Not Rated	1	1	0	0	100.0	100.0	100.0	NA
Native Hawaiian/Pacific Islander ³	Not Rated	0	0	0	0	--	--	--	NA
Black/African American ³	Not Rated	0	2	0	0	--	100.0	100.0	NA
Hispanic/Latino ³	Not Rated	10	11	0	0	100.0	100.0	100.0	NA
Asian	Not Rated	14	7	1	1	93.3	87.5	91.3	NA
White	Met	88	93	1	0	98.9	100.0	99.5	Current
Multi-Racial	Not Rated	12	11	0	0	100.0	100.0	100.0	NA

1. This student group only includes English learners who were current and monitored (two years).
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.
3. Included in the Underserved Races/Ethnicities student group.

Data notes:

Not Rated Refers to a student group that did not meet the minimum size requirement in order to receive a rating (i.e., Met or Not Met).