

2011-12 Final AMO Report (Public)

(As of 9/13/2012)

District: Tigard-Tualatin SD 23J

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

The Purpose of the Report

Under the ESEA Flexibility waiver that was recently approved, Oregon will be using an interim accountability system for the 2011-12 school year. This system will allow the state to focus its interventions on schools identified as focus and priority schools based on the prototype of the new accountability system, while still using the Oregon Report card to provide parents, public, educators and policymakers with differentiated performance ratings and information for all schools and subgroups.

The purpose of this report is to provide districts with an opportunity to view key data elements that will feed into this rating system so they can make any necessary corrections.

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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		Non-participation		Participation Denominator	Participation Rate
	10-11	11-12	10-11	11-12		
All Students	142	146	0	0	288	100
Economically Disadvantaged	1	1	0	0	2	100
Limited English Proficient	0	2	0	0	2	100
Students with Disabilities	12	18	0	0	30	100
Asian/Pacific Islander	7	8	0	0	15	100
Black (not of Hispanic origin)	1	2	0	0	3	100
Hispanic origin	7	9	0	0	16	100
American Indian/Alaskan Native	2	1	0	0	3	100
White (not of Hispanic origin)	114	114	0	0	228	100
Multi-Racial/Multi-Ethnic	11	12	0	0	23	100

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

ELA Target: 70%

Academic Status	2010-2011		2011-2012		Year(s) of data for best status	% Met Status	Margin of Error	Adjusted Status	
	# Tests	# Met	# Tests	10-11					11-12
				Standards # Met					Standards # Met
All Students	137	125	146	130	121	2010-2012	86.93	8.98	95.90
Economically Disadvantaged	*	*	*	*	*	2010-2012	*	*	*
Limited English Proficient	*	*	*	*	*	2010-2012	*	*	*
Students with Disabilities	12	8	18	8	8	2010-2012	53.33	*	*
Asian/Pacific Islander	7	7	8	8	8	2010-2012	100.00	*	*
Black (not of Hispanic origin)	*	*	*	*	*	2010-2012	*	*	*
Hispanic origin	7	6	9	7	7	2010-2012	81.25	*	*
American Indian/Alaskan Native	*	*	*	*	*	2010-2012	*	*	*
White (not of Hispanic origin)	110	100	114	101	94	2010-2012	86.61	10.09	96.70
Multi-Racial/Multi-Ethnic	10	9	12	11	9	2010-2012	81.82	*	*

Academic Growth	2010-2011	2011-2012		Change in % Met	Growth Target
	10-11 Standards % Met	10-11 Standards % Met	11-12 Standards % Met		
All Students	91.24	89.04	82.88	-2.20	0.88
Economically Disadvantaged	--	*	*	--	*
Limited English Proficient	--	*	*	--	*
Students with Disabilities	66.67	44.44	44.44	-22.22	*
Asian/Pacific Islander	100.00	100.00	100.00	0.00	*
Black (not of Hispanic origin)	*	*	*	*	*
Hispanic origin	85.71	77.78	77.78	-7.94	*
American Indian/Alaskan Native	*	*	*	*	*
White (not of Hispanic origin)	90.91	88.60	82.46	-2.31	0.91
Multi-Racial/Multi-Ethnic	90.00	91.67	75.00	1.67	*

Academic growth is calculated using the percentage of students in 2010-11 and 2011-12 meeting 2010-11 Reading achievement standards.

* 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		Non-participation		Participation Denominator	Participation Rate
	10-11	11-12	10-11	11-12		
All Students	142	145	0	1	288	100
Economically Disadvantaged	1	1	0	0	2	100
Limited English Proficient	0	2	0	0	2	100
Students with Disabilities	12	18	0	0	30	100
Asian/Pacific Islander	7	8	0	0	15	100
Black (not of Hispanic origin)	1	2	0	0	3	100
Hispanic origin	7	9	0	0	16	100
American Indian/Alaskan Native	2	1	0	0	3	100
White (not of Hispanic origin)	114	113	0	1	228	100
Multi-Racial/Multi-Ethnic	11	12	0	0	23	100

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

Math Target: 70%

Academic Status	2010-2011		2011-2012		Year(s) of data for best status	% Met Status	Margin of Error	Adjusted Status
	# Tests	# Met	# Tests	# Met				
All Students	137	112	145	118	2010-2012	81.56	8.99	90.55
Economically Disadvantaged	*	*	*	*	2010-2012	*	*	*
Limited English Proficient	*	*	*	*	2010-2012	*	*	*
Students with Disabilities	12	6	18	10	2010-2012	53.33	*	*
Asian/Pacific Islander	7	7	8	8	2010-2012	100.00	*	*
Black (not of Hispanic origin)	*	*	*	*	2010-2012	*	*	*
Hispanic origin	7	5	9	5	2010-2012	62.50	*	*
American Indian/Alaskan Native	*	*	*	*	2010-2012	*	*	*
White (not of Hispanic origin)	110	89	113	93	2010-2012	81.61	10.11	91.73
Multi-Racial/Multi-Ethnic	10	9	12	9	2010-2012	81.82	*	*

Academic Growth	2010-2011 % Met	2011-2012 % Met	Change in % Met	Growth Target
All Students	81.75	81.38	-0.37	1.82
Economically Disadvantaged	--	*	--	*
Limited English Proficient	--	*	--	*
Students with Disabilities	50.00	55.56	5.56	*
Asian/Pacific Islander	100.00	100.00	0.00	*
Black (not of Hispanic origin)	*	*	*	*
Hispanic origin	71.43	55.56	-15.87	*
American Indian/Alaskan Native	*	*	*	*
White (not of Hispanic origin)	80.91	82.30	1.39	1.91
Multi-Racial/Multi-Ethnic	90.00	75.00	-15.00	*

Academic growth is calculated using the percentage of students in 2010-11 and 2011-12 meeting current Math achievement standards.

* 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	2010-2011		2011-2012		Combined Attendance
	Enroll	% Attend.	Enroll	% Attend.	
All Students	222	95.7	221	96.0	95.8
Economically Disadvantaged	*	*	*	*	93.1
Limited English Proficient	*	*	*	*	97.7
Students with Disabilities	12	95.6	19	95.1	95.3
Asian/Pacific Islander	17	97.5	19	97.3	97.4
Black (not of Hispanic origin)	*	*	*	*	96.5
Hispanic origin	12	95.6	13	96.1	95.9
American Indian/Alaskan Native	*	*	*	*	96.5
White (not of Hispanic origin)	171	95.5	169	95.7	95.6
Multi-Racial/Multi-Ethnic	17	95.7	15	97.2	96.4

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. Attendance target may be met using either a two-year or the current year attendance rate.