

## 2006-07 School Accountability Report Card Reported (SARC)

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

### I. About This School

#### Contact Information

This section provides the schools contact information.

School		District	
School Name	Mare Island Technology Academy	District Name	Vallejo City Unified
Street	2 Positive Pl.	Phone Number	(707) 556-8921
City, State, Zip	Vallejo , CA 94589	Web Site	www.vallejo.k12.ca.us
Phone Number	(707) 552-6482	Superintendent	Mary Bull
Principal	Lynne Vaughan	E-mail Address	
E-mail Address	lvaughan@mitacademy.org	CDS Code	48-70581-6116255

#### School Description and Mission Statement

##### Our Vision:

*What it means to be an educated person in the 21<sup>st</sup> century:* MIT Academy stakeholders believe that, to be an educated person in the 21<sup>st</sup> century, Americans must have basic academic skills and the critical thinking skills to apply and transfer academics in predictable and unpredictable circumstances; an understanding of arts, world cultures, and basic communication in at least two languages; the ability to work collaboratively in groups; an understanding of local, national, and global citizenship and leadership skills; lifelong learning skills; basic technology skills and the ability to transfer and update those skills; and knowledge of how to handle personal health, financial, and career issues.

*Vision statement:* MIT Academy is a school where students, parents, staff, and Board are mutually respected, active partners in achieving success for every young adult. With technology and creativity to enhance the learning process, students graduate with leadership skills and excellent preparation enabling pupils to become self-motivated, competent, and lifelong learning. Our high academic standards are made possible by a safe and disciplined environment that allows learning to be fun. The MIT Board, staff, and parents form a trusting and nurturing partnership characterized by honest, open communication and an enthusiastic, optimistic, and open-minded approach. MIT Academy is an effective and diverse organization that is an asset to the community.

*How learning best occurs:* Our vision is also responsive to our understanding of how learning best occurs and conditions that promote academic success for all students. MIT stakeholders believe that...

- Effort is a more important determinant of achievement than "natural ability."
- Having all students achieve at high levels depends on clear, common expectations.
- All students need a thinking curriculum—one that generates a deep content understanding and opportunities to apply that understanding to complex, real-world problems.
- All students learn best when they are using knowledge/skills that challenge and engage them and when they are teaching others.
- People learn best when working beside a caring expert who models skilled practice and encourages and guides learners as they create products or performances for audiences who matter.

**Our Mission—Success for All Students:** The mission of MIT Academy middle and high schools is to challenge our diverse student body to master a rigorous curriculum in a safe, disciplined, and nurturing

environment. MIT's graduates are self-motivated, technologically-skilled, responsible global citizens equipped to succeed in post secondary training/education.

### Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

Parents are involved in the following groups: Parent Teacher Network (PTN), MIT Board, and English Learners Advisory Committee. They are also involved in volunteering in classrooms and office, providing grounds maintenance, chaperoning student events, participating in fundraisers, providing school yard supervision, and volunteering in the after-school program.

### Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 6	159
Grade 7	133
Grade 8	118
Total Enrollment	410

### Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	26.1 %	White (not Hispanic)	18.29 %
American Indian or Alaska Native	0.24 %	Multiple or No Response	2.68 %
Asian	2.93 %	Socioeconomically Disadvantaged	47 %
Filipino	13.17 %	English Learners	3 %
Hispanic or Latino	35.12 %	Students with Disabilities	6 %
Pacific Islander	1.46 %		

### Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2004-05				2005-06				2006-07			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	23-32	33+		1-20	23-32	33+		1-20	23-32	33+
English	35.6		9	2	25.7	3	12		26.1	1	15	
Mathematics	23.2	7	11		25.3	2	13		27.3		3	
Science	29.4	1	8	1	24.7	1	5		27.5	2	10	1
Social Science									14.0	1		

## II. School Climate

### School Safety Plan

This section provides information about the school's comprehensive safety plan.

MIT Academy has on file a comprehensive school safety plan that includes policies and procedures related to school safety, including emergency procedures for fire, flood, earthquake, and terrorist activities.

## Programs That Promote A Positive Learning Environment

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

Advisory class, reward coupons, leadership, after-school tutoring, small class size, active parent involvement, Help Eliminate Academic Tardiness.

## Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions				28.2	29.3	26.3
Expulsions				0.6	0.9	0.6

## III. School Facilities

### School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

At MIT all buildings are "recycled" portables, and much of the labor has historically been donated by volunteers. MIT has applied for all available facilities funding from the State; one application is still pending and another is due in April 2008.

### School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)		X		
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs		X		
Overall Cleanliness		X		

## Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	Good			

## IV. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	4	7	7	787
Without Full Credential	6	5	1	79
Teaching Outside Subject Area of Competence	0	0	0	N/A

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	61.8	38.2
All Schools in District	89.6	10.4
High-Poverty Schools in District	94.9	5.1
Low-Poverty Schools in District	87.5	12.5

### Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

MIT interviews and maintains a substitute list. The list has proven ample.

### Teacher Evaluation Process

This section provides information about the procedures and the criteria used for teacher evaluations.

Teacher performance reviews are based on the California Standards for the Teaching Profession. The procedure involves informal “walk-throughs” and observations by subject-matter coaches (math, science, and English), teacher-leaders (math, science, technology, world languages, English, history), the Director, and Assistant Director. These are augmented by formal evaluations by the Director and/or Assistant Director.

## VI. Curriculum and Instructional Materials

### Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school’s use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Good	0%
Mathematics	Good	0%
Science	Good	0%
History-Social Science	Good	0%
Foreign Language	Good	0%
Health	Good	0%
Science Laboratory Equipment (grades 9-12)	Good	0%

## VII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

This table displays a comparison of the school’s per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	Data pending	Data pending	Data pending	\$53405
District	N/A	N/A	Data pending	\$56125
Percent Difference – School Site and District	N/A	N/A		-\$2720
State	N/A	N/A	\$4943	\$59934
Percent Difference – School Site and State	N/A	N/A	Data pending	-\$6529

### Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Categorical and grant funds provide full or partial support for an after-school program, Saturday Make-Up School, summer school, math and English “seminar” intervention classes, teacher incentive fund program, Mandarin Chinese course support, home visiting, and character education programming.

### Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative

salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/ld/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$36095	\$38478
Mid-Range Teacher Salary	\$53405	\$60735
Highest Teacher Salary	\$69213	\$76906
Average Principal Salary (Elementary)	\$83304	\$96766
Average Principal Salary (Middle)	\$86636	\$102730
Average Principal Salary (High)	\$93706	\$110489
Superintendent Salary	\$185000	\$169243
Percent of Budget for Teacher Salaries	37.9 %	41.9 %
Percent of Budget for Administrative Salaries	5.2 %	5.2 %

## VIII. Student Performance

### California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

### CST Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	39	35	38	31	32	33	40	42	43
Mathematics	24	25	19	26	29	28	38	40	40
Science		23	28	12	19	21	27	35	38
History-Social Science	16	19	14	23	21	18	32	33	33

### CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	21	7	12	8
American Indian or Alaska Native	*	*		
Asian	42	42	*	*
Filipino	52	24	29	10
Hispanic or Latino	33	17	19	11
Pacific Islander	*	*	*	*
White (not Hispanic)	56	24	48	22
Male	41	23	41	19

Economically Disadvantaged	29	16	15	9
English Learners	8	15	*	*
Students with Disabilities	8	4	*	*
Students Receiving Migrant Education				

## Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

## NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	54	53	50	30	35	37	41	42	42
Mathematics	55	53	47	40	42	45	52	53	53

## NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or	
	Reading	Mathematics
African American	34	27
American Indian or Alaska Native		
Asian	*	*
Filipino	65	80
Hispanic or Latino	53	47
Pacific Islander	*	*
White (not Hispanic)	71	46
Male	47	49
Female	56	44
Economically Disadvantaged	46	36
English Learners	*	*
Students with Disabilities	7	0
Students Receiving Migrant Education Services		

## IX. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in

California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

### API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2004	2005	2006
Statewide	5	5	4
Similar Schools	6	10	2

### API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School	39	-27	7	692
African American	31	-32	3	621
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	2	-27	11	669
Pacific Islander				
White (not Hispanic)	71	-54	38	751
Socioeconomically Disadvantaged	31	-20	9	653
English Learners	N/A			
Students with Disabilities	N/A			

### Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

### AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	No



Participation Rate - Mathematics	Yes	No
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	No	No
API	Yes	Yes

## Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2003-2004	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	7
Percent of Schools Currently in Program Improvement	N/A	25.0

## XI. Instructional Planning and Scheduling

### School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

<p><b>How do the administrators involve parents and staff in decision-making?</b>  MIT is an extremely collaborative working environment. The MIT administrative team seeks input from all stakeholders, including our students, on major decisions. Each year, a teacher is selected to facilitate faculty meetings. Throughout the year, teachers meet to address concerns and make decisions on major issues that affect school operations. Teachers play an important role in the curriculum development process in the preparation of curriculum maps, assessments, and projects. MIT's Parent Teacher Network (PTN) and English-Language Advisory Council (ELAC) are very active and continue to grow as the school expands.</p> <p><b>Does the school have a "recognized" leadership team?</b>  MIT's Leadership Team structure is as follows:</p> <p>Director: Oversees school operations</p> <p>Assistant Director: Directly supervises teachers; provides coaching in curriculum and instruction; organizes and executes the professional development plan</p> <p>Academic and Behavior Intervention Coordinator: Manages student discipline, providing both rewards for positive behaviors and appropriate consequences for negative behaviors; trains teachers in the use of incentives to promote positive behavior</p> <p><b>What is the instructional program for all students?</b>  Math and Science is an integrated block for our students, as well as Language Arts and History. In addition to core classes, students are assigned to two of the following elective courses: reading lab, math lab, Spanish, Mandarin, and technology. At the end of the instructional day, forty-five minutes is dedicated to "tutorial" intervention in which students receive additional support in math and English.</p> <p><b>What supports and services are available for students with special needs?</b>  Gifted student are challenged within the context of the regular education classroom through differentiated instruction and Virtual High School classes. Advanced math students enroll in accelerated math classes.</p> <p>Each year, the STAR reading and math assessment results are analyzed to identify students in need of intervention.</p>
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Student reading below grade level are placed in a reading lab and utilize the Language! Program. Students below grade level in math are placed in math lab and utilize the Accelerated Math Program. In addition, we offer after school math seminar courses that provide individualize computer-based instruction to address skill gaps.

Individualized Education Plan goals for students with learning disabilities are addressed in the resource program. Our special education teacher collaborates closely with core class teachers. PLATO Math Fundamentals is available.

#### **How do we know how students are doing?**

MIT Academy is a data-driven educational organization. Decisions regarding professional development, coaching, intervention and acceleration placement and curriculum and instructional design are based upon the results of data analysis. The following information is analyzed and utilized the planning process:

- California STAR Testing results
- STAR Reader results
- STAR Math results
- PLATO Math Fundamentals results
- Parent, student, teacher surveys
- Classroom observation data
- Student interview data
- Performance assessment data

## **Professional Development**

This section provides information about the program for training the school's teachers and other professional staff.

A solid professional development plan provides the framework for student success at MIT Academy. The following is a list of the key attributes of our professional development program:

- Teacher performance appraisal is grounded in teaching standards and linked to professional development and planning.
- Our professional development plan is linked to achievement data.
- Teachers dedicate time to reviewing student work, analyzing assessment results and participating in collaborative planning and reflection.
- Teachers are guided through the curriculum mapping process to ensure that key standards are effectively taught.
- Teachers are supported in the development of projects, activities, assessments and evaluation tools that are aligned to standards.

MIT Academy teachers are very actively involved in staff development. We strive to create a community of learners in which all members of our broad educational community acquire new skills and knowledge on an ongoing basis. We constantly reflect upon our professional practice to ensure that we are effectively utilizing research-based practices. At the culmination of each school year, teachers works in departmental groups to reflect upon their professional practices using the following steps:

- Using guiding questions connected to our school-improvement strategies, groups reflect upon the school year.
- Departments create PowerPoint presentations incorporating their responses to the questions.
- Teams present the PowerPoint presentation to their co-workers.

Professional development is offered during staff development days and during the school day in a variety of ways:

- Whole-group staff development focusing on school-wide goals
- Small-group staff development with content-area specialists focusing on departmental goals
- One-on-one coaching addressing individual teacher goals
- Mentorship activities including classroom visitations and feedback
- Written observation records and evaluations
- Teachers attend a variety of conference off-campus matching their individual needs

## **Instructional Minutes**

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

<b>Grade Level</b>	<b>Instructional Minutes</b>
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	<b>Offered</b>	<b>State Requirement</b>
6	59,235	54,000
7	59,235	54,000
8	59,235	54,000

### **Minimum Days in School Year**

The section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

During the 2006-2007 school year, there were 6 minimum days.