

# School Accountability Report Card Reported for School Year 2006-07 Published During 2007-08

## 2006-07 Executive Summary School Accountability Report Card

### MIT Academy High School

Address: 2 Positive Pl. , Vallejo CA 94589 Phone: (707) 552-6482  
Principal: Lynne Vaughan Grade Span: 9 - 12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2006-07 school year, except the School Finances and School Completion data that are reported for the 2005-06 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

### About This School

Mare Island Technology Academy High (MIT), an independent Title I charter school serving 355 majority minority students, offers Vallejo an outstanding alternative: a rigorous standards- and project-based education that meets UC/CSU a-g requirements for *all* students. MIT outstripped local schools and outscored the State average overall and in every sub-group on the CA High School Exit Exam (CAHSEE) and on every CA Standards Test (CST) taken by all students in the State. MIT makes this difference by living the motto, “growing great minds and caring hearts,” which guides our mission “to challenge and empower *all* students in our diverse community to master a rigorous, interconnected curriculum that equips them with exceptional academic, techno-logical, social, and life skills... and a commitment to our local and global communities.” The community is rightfully proud of the school they created because, as noted in the May 04 *CTAP Region 4 Newsletter*, “Whether students are making mini-catapults or recording a mock trial of the Japanese internments, teachers blend creativity, standards, and technology into a successful recipe for student learning. MIT is making a dream come true. The wonder is that they have exceeded their expectations....” The unique blend of high expectations, strong academic support, caring staff, academic challenge, community backing, and a culture of trust have helped shape the school into an unique and exciting learning environment.

The very diverse group of community founders envisioned a small school where *all* students—and especially under-performing, underrepresented students—would be academically challenged and strongly supported for success. This vision has grown from words in the *Charter* to a vision-in-action that is reviewed and renewed annually. The school *Charter* and the Expected Schoolwide Learning Results (ESLRs)—based primarily on the research of Marzano, Daggett, and Slavin—use benchmarks to spell out exactly how exemplary performance is defined. For example, the ESLRs call for *all* MIT graduates to 1) demonstrate preparedness for college (benchmark: completion of 9 college units and a-g); 2) achieve proficiency in State academic and content standards (benchmark: mastery of essential standards in each course); 3) understand and exhibit citizenship and civic engagement (benchmark: completion of annual community service); 4) develop and apply problem-solving skills (benchmark: completion of a Senior Project or internship); and 5) master high level technology skills [benchmark: completion of an Environmental And Spatial Technology (EAST) project]. And at MIT, *all* means *all*.

### Student Enrollment

Group	Enrollment
Number of students	355
African American	25.07 %
American Indian or Alaska Native	1.13 %
Asian	3.1 %
Filipino	13.8 %
Hispanic or Latino	30.14 %
Pacific Islander	2.82 %
White (not Hispanic)	20.56 %
Multiple or No Response	3.38 %
Socioeconomically Disadvantaged	37 %
English Learners	3 %
Students with Disabilities	5 %

### Teachers

Indicator	Teachers
Teachers with full credential	9
Teachers without full credential	8
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

## School Facilities

### Summary of Most Recent Site Inspection

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.

### Repairs Needed

No repairs currently needed.

## Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Science Laboratory Equipment	0%

## School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	Data pending
District	Data pending
State	\$4,943

### Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	38%
Science	29%
History-Social Science	27.5%

### Academic Progress

Indicator	Result
2007 API Growth Score (from 2007 API Growth Report)	664
Statewide Rank (from 2007 API Base Report)	3
2007-08 Program Improvement Status (PI Year)	PI year 1

### School Completion

Indicator	Result
Graduation Rate	89.3%

### Postsecondary Preparation

Measures	Percent
Graduates Who Completed All Courses Required for University of California or California State University Admission	100%

## 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	MIT Academy	District Name	MIT Academy
Street	2 Positive Pl.	Phone Number	2 Positive Pl.
City, State, Zip	Vallejo , CA 94589	Web Site	Vallejo , CA 94589
Phone Number	(707) 552-6482	Superintendent	(707) 552-6482
Principal	Lynne Vaughan	E-mail Address	Lynne Vaughan
E-mail Address	lvaughan@mitacademy.org	CDS Code	lvaughan@mitacademy.org

#### School Description and Mission Statement

This section provides information about the school's goals and programs.

Vision: 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 for continued education. Our high academic standards are made possible by a safe and disciplined environment that allows learning to be fun.

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.

Our vision is also responsive to new understandings 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 well 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.

Mission: The mission of Mare Island Technology (MIT) Academy High School is to challenge and empower our diverse community of young people to master a rigorous, interconnected curriculum that equips them with exceptional academic, technological, social, and life skills and enable them to become self-motivated, competent, lifelong learners. With parent, staff, and community involvement, MIT provides accountability in a nurturing and stimulating learning environment that extends beyond the classroom, building a commitment to our local and global communities. An MIT Academy graduate will exemplify personal excellence with a curiosity and passion for learning.

### 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 9	118
Grade 10	107
Grade 11	80
Grade 12	50
Ungraded Secondary	0
Total Enrollment	355

### 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	Group	Percent of Total
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	Enrollment		Enrollment
African American	25.07 %	White (not Hispanic)	20.56 %
American Indian or Alaska Native	1.13 %	Multiple or No Response	3.38 %
Asian	3.1 %	Socioeconomically Disadvantaged	37 %
Filipino	13.8 %	English Learners	3 %
Hispanic or Latino	30.14 %	Students with Disabilities	5 %
Pacific Islander	2.82 %		

## 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	22.8	5	7	0	24.8	4	8	0	24.9	1	14	0
Mathematics	27.0	3	4	1	21.6	3	4	0	27.5	4	18	2
Science	29.5	3	8	1	24.2	4	7	0	25.8	2	11	0
Social Science	22.7	7	5	0	24.9	3	9	0	27.3	0	12	0

## 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	Data pending	Data pending	353	28.2	29.3	26.3
Expulsions	Data pending	Data pending	7	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			

## 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	6	8	787
Without Full Credential	5	5	6	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
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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/tg/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	61.1	38.9
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	\$47,500
District	N/A	N/A		\$56125
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A	\$4943	\$59934
Percent Difference – School Site and State	N/A	N/A		

## 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/fd/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	38	35	39	31	32	33	40	42	43
Mathematics	3	1	3	26	29	28	38	40	40
Science	11	28	29	12	19	21	27	35	38
History-Social Science	32	35	27	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	27	0	10	13
American Indian or Alaska Native	*	*		
Asian	*	*	*	*
Filipino	39	5	36	31
Hispanic or Latino	31	1	33	22
Pacific Islander	*	*	*	*
White (not Hispanic)	53	9	44	45
Male	34	3	33	29
Female	44	4	26	25
Economically Disadvantaged	35	3	23	25
English Learners	*	*	*	*
Students with Disabilities	7	0	*	*
Students Receiving Migrant Education Services				

## California High School Exit Exam (CAHSEE) Results

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. Note: To protect student privacy, scores are not shown when the number of students is 10 or less. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

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

This table displays the percent of students achieving at the Proficient or Advanced level.

Subject	2004-05			2005-06			2006-07		
	School	District	State	School	District	State	School	District	State
English	47.5	38.2	49.0	39.3	43.2	51.1	45.9	36.9	48.6
Mathematics	26.2	32.5	45.2	31.4	36.4	46.8	37.6	35.8	49.9

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

This table displays the percent of students, by group, achieving at each performance level in English language-arts and mathematics separately for the most recent testing period.

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	54.1	30.3	15.6	62.4	26.6	11
Male	55.8	28.8	15.4	57.7	30.8	11.5
Female	52.6	31.6	15.8	66.7	22.8	10.5
African American	59.4	31.2	9.4	78.1	12.5	9.4
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	47.8	34.8	17.4	43.5	34.8	21.7

Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	47.1	29.4	23.5	58.8	29.4	11.8
English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged	70.7	19.5	9.8	70.7	24.4	4.9
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	6	4	3
Similar Schools	10	5	1

### 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.

	2004-05	2005-06	2006-07	2007
All Students at the School	-24	-6	20	664
African American	-25	16	7	597
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino		-24	9	629
Pacific Islander				
White (not Hispanic)	-4	-44	42	725
Socioeconomically Disadvantaged		-17	29	612
English Learners	N/A			

### State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

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	Yes	No
API	Yes	Yes
Graduation Rate	No	No

### 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	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	7
Percent of Schools Currently in Program Improvement	N/A	25.0

## X. School Completion and Postsecondary Preparation

### Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06

Dropout Rate (1-year)	1.0		2.0	8.5	4.8	7.0	3.2	3.1	3.5
Graduation Rate	81.3	100.0	81.3	78.2	76.0	75.3	85.3	85.0	83.0

## Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2006-07 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tq/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2007		
	School	District	State
All Students	Data pending	Data pending	N/A
African American	Data pending	Data pending	N/A
American Indian or Alaska Native	Data pending	Data pending	N/A
Asian	Data pending	Data pending	N/A
Filipino	Data pending	Data pending	N/A
Hispanic or Latino	Data pending	Data pending	N/A
Pacific Islander	Data pending	Data pending	N/A
White (not Hispanic)	Data pending	Data pending	N/A
Socioeconomically Disadvantaged	Data pending	Data pending	N/A
English Learners	Data pending	Data pending	N/A
Students with Disabilities	Data pending	Data pending	N/A

## Courses for University of California and/or California State University Admission

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Students Enrolled in Courses Required for UC/CSU Admission	88.3
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## SAT Reasoning Test

This table displays the percent of the school's 12th grade students who voluntarily take the SAT Reasoning Test for college entrance, and the average verbal, math, and writing scores of those students. Detailed information regarding SAT results, and comparisons of these average scores to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ds/sp/ai/>. 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.

Indicator	2005	2006	2007
Percent of Grade 12 Students Taking the Test	43	45	No data
Average Verbal Score	445	442	No data
Average Math Score	402	441	No data
Average Writing Score	N/A	436	No data

## 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>
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Assistant Director: Directly supervises teachers; provides coaching in curriculum and instruction; organizes and executes the professional development plan

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

### **What is the instructional program for all students?**

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.

### **What supports and services are available for students with special needs?**

Gifted students 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.

Each year, the STAR reading and math assessment results are analyzed to identify students in need of intervention. 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 individualized 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 in 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 work 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.

	Offered	State Requirement
9	65,235	64,800
10	65,235	64,800
11	65,235	64,800

### Continuation School Instructional Days

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

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	179	No requirement for charter schools
10	179	No requirement for charter schools
11	179	No requirement for charter schools
12	179	No requirement for charter schools

### 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 2007-2008 school year there are 12 minimum days.