

Mare Island Technology Academy
School Accountability Report Card
Reported Using Data from 2010-11 School Year
Published During 2011-12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page 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.

Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access



Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2011-12)

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 94589-1825	Web Site	www.vallejo.k12.ca.us
Phone Number	(707) 552-6482	Superintendent	Ramona Bishop
Principal	Matt Smith, Director	E-mail Address	rbishop@vallejo.k12.ca.us
E-mail Address	msmith@mitacademy.org	CDS Code	48705816116255

School Description and Mission Statement (School Year 2010-11)

This section provides information about the school, its programs, and its goals.

Our Students: Mare Island Technology (MIT) Academy Middle School addresses the unique developmental characteristics and needs of students in grades 6-8. Early adolescence is a time of promise and potential. It is also a time when our children are most at risk. If early adolescents are to experience academic and personal success, we must provide them with a sense of competence and achievement. We must ensure that they have positive and caring interaction with adults and peers. We must hold high expectations, offer structure, and provide clear limits, along with opportunities for exploration and self-definition. And we must ensure that they participate in meaningful ways in the school and community.

We must also insist on success for all students, many of whom are under-prepared and under-challenged. Marshaling the knowledge and skills of our stakeholders, we will ensure that all students have access to learning that will prepare them for secondary and post-secondary education/training, for the 21st century's global workplace, and for a satisfying and productive life.

MIT Academy Middle School places a priority on serving students who live within the geographic boundaries of the Vallejo City Unified School District (VCUSD). Specific efforts are made to solicit applications from students representing the cross section of race/ethnicity and family income in VCUSD.

Our Vision:

What it means to be an educated person in the 21st century: MIT Academy stakeholders believe that, to be an educated person in the 21st 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 (School Year 2010-11)

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 (School Year 2010-11)

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

Grade Level	Number of Students
Grade 6	156
Grade 7	150
Grade 8	116
Total Enrollment	422

Student Enrollment by Subgroup (School Year 2010-11)

Group	% of Total Enrollment	Group	% of Total Enrollment
Black or African American	23.0	White	22.0
American Indian or Alaska Native	0.0	Two or More Races	2.0
Asian	2.0	Socioeconomically Disadvantaged	6.0
Filipino	17.0	English Learners	11.0
Hispanic or Latino	45.0	Students with Disabilities	6.0
Native Hawaiian/Pacific Islander	1.0		

Average Class Size and Class Size Distribution (Elementary)



Grade Level	2008-09				2009-10				2010-11			
	Avg. Class Size	Number of Classes *			Avg. Class Size	Number of Classes *			Avg. Class Size	Number of Classes *		
		1 - 20	21 - 32	33+		1 - 20	21 - 32	33+		1 - 20	21 - 32	33+
6	0.0	0	0	0	0.0	0	0	0	28.0	2	0	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per classroom).

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2008-09 Number of Classes*			Avg. Class Size	2009-10 Number of Classes*			Avg. Class Size	2010-11 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	0	0	0	0	0	0	0	0	28	6	0	0
Mathematics	0	0	0	0	0	0	0	0	28	2	0	0
Science	0	0	0	0	0	0	0	0	28	2	0	0
Social Science	0	0	0	0	0	0	0	0	0	0	0	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

III. School Climate

School Safety Plan (School Year 2010-11)

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.

Suspensions and Expulsions

Rate *	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	25.21	24.47	0.51	41.91	47.53	54.35
Expulsions	3.92	1.84	0.00	0.79	0.66	0.55

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)

The school is located on grounds that vary between a small hilly area where the middle school is located and slopes gradually to a central campus area with an open field and then continues to the high school campus on relatively level ground. The grounds are relatively barren with large eucalyptus trees and some other planted areas around the perimeter of the campus.

The buildings are all old portables that have been maintained on the site for several years. The multi-purpose room, offices, and restrooms are all converted portable buildings. The school has always maintained the desire to build permanent structures on the current site but to date this has not been financially feasible. Continuing efforts to obtain facilities grant money from the state have not been successful.

Improvements continue to be made in the decking around the classrooms, the walls of the classrooms are continuously examined and repaired as needed and the roofing is inspected annually and repaired each season. Parent volunteers also assist in the maintenance of the school's grounds and facilities. On most weekends, parents are volunteering their time in weekend work parties.

School Facility Good Repair Status (School Year 2011-12)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			
Interior: Interior Surfaces		X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X			
Electrical: Electrical		X			
Restrooms/Fountains: Restrooms, Sinks/Fountains		X			
Safety: Fire Safety, Hazardous Materials		X			
Structural: Structural Damage, Roofs		X			Some rooms will be repaired this summer.
External: Playground/School Grounds, Windows/Doors/Gates/Fences		X			Some doors are damaged and will be replaced
Overall Rating		X			

Note: Cells shaded in black do not require data.



V. Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	6	11	12	0
Without Full Credential	6	6	6	0
Teaching Outside Subject Area of Competence (with full credential)	3	1	1	N/A

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	1	1	1
Total Teacher Misassignments *	3	2	2
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	92%	7%
All Schools in District	92%	7%
High-Poverty Schools in District	0%	0%
Low-Poverty Schools in District	0%	0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program.

Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

Title	Number of FTE Assigned to School *	Average Number of Students per Academic Counselor
Academic Counselor	.5	
Counselor (Social/Behavioral or Career Development)	1	
Library Media Teacher (librarian)	0	
Library Media Services Staff (paraprofessional)	0	
Psychologist	.1	
Social Worker	0	
Nurse	0	
Speech/Language/Hearing Specialist	.1	
Resource Specialist (non-teaching)	1	
Other		

Note: Cells shaded in black do not require data.

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks & Instructional Materials (2011-12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: December, 2011

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Holt Anthology Grade 6, 2003 Holt Handbook, 2003	Yes	0.00%
Mathematics	CA Mathematics, Scott-Foresman, 2001 Pre-Algebra,	Yes	0.00%
Science	Focus on Life Science, Glencoe/McGraw-Hill. 2007	Yes	25.00%
History-Social Science	The Ancient World, Holt, 2003 TCI History Alive!	Yes	0.00%
Foreign Language			0.00%
Health			0.00%
Visual and Performing Arts			0.00%
Science Laboratory Equipment (grades 9-12)			0.00%

Curriculum and Instructional Materials (School Year 2010-11)

List of curriculum books.

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$ 6,500.00	\$ 1,964.53	\$ 4,535.49	\$ 51,821.00
District			\$ 0.00	\$ 58,556.00
Percent Difference - School Site and District				-12%
State			\$ 5,455.00	\$ 67,667.00
Percent Difference - School Site and State			-17%	-23%

Note: Cells shaded in black do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (School Year 2010-11)

Categorical and grant funds provide full or partial support for an after-school program, Saturday Credit Recovery School, summer school, and after school tutoring.

Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$ 37,186.00	\$ 41,035.00
Mid-Range Teacher Salary	\$ 55,019.00	\$ 65,412.00
Highest Teacher Salary	\$ 71,305.00	\$ 84,837.00
Average Principal Salary (Elementary)	\$ 87,427.00	\$ 106,217.00
Average Principal Salary (Middle)	\$ 90,924.00	\$ 111,763.00
Average Principal Salary (High)	\$ 98,343.00	\$ 121,538.00
Superintendent Salary	\$ 195,000.00	\$ 197,275.00
Percent of Budget for Teacher Salaries	35.00 %	39.00 %
Percent of Budget for Administrative Salaries	6.00 %	5.00 %

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	42	48	56	40	43	43	49	52	54
Math	25	23	33	37	38	40	46	48	50
Science	32	27	49	33	37	38	50	54	57
History-Social Science	12	25	35	26	33	34	41	44	48

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	43	40	38	34
All Students at the School	56	33	49	35
Male	51	36	45	38
Female	60	30	52	32
Black or African American	48	20	37	37
American Indian or Alaska Native	0	0	0	0
Asian	0	0	0	0
Filipino	82	57	77	50
Hispanic or Latino	44	28	31	18
Native Hawaiian or Pacific Islander	0	0	0	0
White	73	42	92	75
Two or More Races	0	0	0	0
Socioeconomically Disadvantaged	48	28	42	23
English Learners	10	8	8	
Students with Disabilities	42	17	0	0
Students Receiving Migrant Education Services	0	0	0	0

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	0.0	0.0	0.0

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. 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 ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten 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 ten 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	2008	2009	2010
Statewide	3	3	3
Similar Schools	4	1	1

Academic Performance Index Growth by Student Group - Three-Year Comparison

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	1	24	47
Black or African American	16		
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-14	4	68
Native Hawaiian/Pacific Islander			
White			
Two or More Races	N/D		
Socioeconomically Disadvantaged	6	-34	108
English Learners		-16	69
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	404	764	9,808	729	4,683,676	778
Black or African American	96	704	2,942	652	317,856	696
American Indian or Alaska Native	1		55	668	33,774	733
Asian	9		298	813	398,869	898
Filipino	67	874	1,962	829	123,245	859
Hispanic or Latino	178	727	3,162	713	2,406,749	729
Native Hawaiian/Pacific Islander	3		190	726	26,953	764
White	45	854	933	780	1,258,831	845
Two or More Races	0		232	773	76,766	836
Socioeconomically Disadvantaged	238	738	6,159	693	2,731,843	726
English Learners	124	728	2,550	696	1,521,844	707
Students with Disabilities	18	613	1,189	560	521,815	595

Adequate Yearly Progress

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

- Participation rate on the state's standards-based assessments in 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)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate	N/A	No

Federal Intervention Program (School Year 2011-12)

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 (ELA 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 on the CDE Adequate Yearly Progress (AYP) Web page 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		13.0
Percent of Schools Currently in Program Improvement		48.1

Note: Cells shaded black do not require data.

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

MIT Academy Middle School provides teachers with six days of planning before the start of the school year. The focus of the planning is on PLCs (Professional Learning Communities). During the year, teacher plan in their PLC groups twice a month on Wednesdays at the end of the minimum day.

The information in the School Accountability Report Card (SARC) is provided by the California Department of Education with some information supplied by the school and the district office. All data is accurate as of 4/4/12.

Revived Images

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