

**MIT 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	
<b>School Name</b>	MIT Academy	<b>District Name</b>	Vallejo City Unified
<b>Street</b>	2 Positive Pl.	<b>Phone Number</b>	(707) 556-8921
<b>City, State, Zip</b>	Vallejo, CA 94589-1825	<b>Web Site</b>	www.vallejo.k12.ca.us
<b>Phone Number</b>	(707) 552-6482	<b>Superintendent</b>	Ramona Bishop
<b>Principal</b>	Matt Smith, Director	<b>E-mail Address</b>	rbishop@vallejo.k12.ca.us
<b>E-mail Address</b>	msmith@mitacademy.org	<b>CDS Code</b>	48705814830196

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

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

**Our Students:** The Mare Island Technology (MIT) Academy High School serves the unique needs of students in grades 9-12. For high school students to experience academic and personal success, we must ensure that they have positive, supportive, and caring interaction with adults and peers. We must hold high expectations and provide support for demonstrated achievement. And we must ensure that they participate in meaningful ways in the school and community, building leadership skills.

We 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 post-secondary education/training, for the 21st century's global workplace, and for a satisfying and productive life.

**Our 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.

The MIT Board, staff, and parents form a trusting and nurturing partnership characterized by honest, open communication and a respectful, enthusiastic, optimistic, and open-minded approach. MIT Academy is an effective and diverse organization that is an asset to the community.

**Our Mission: Success for All Students:** The mission of the Mare Island Technology (MIT) Academy High School is to challenge and empower our diverse community of young people, 9th through 12th grade, to master a rigorous, interconnected curriculum that equips them with exceptional academic, technological, social, and life skills and enables 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 High School graduate will exemplify personal excellence with a curiosity and passion for learning.

## 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 9	107
Grade 10	107
Grade 11	71
Grade 12	55
Ungraded Secondary	0
<b>Total Enrollment</b>	<b>340</b>

### Student Enrollment by Subgroup (School Year 2010-11)

Group	% of Total Enrollment	Group	% of Total Enrollment
Black or African American	15.0	White	13.0
American Indian or Alaska Native	0.0	Two or More Races	2.0
Asian	2.0	Socioeconomically Disadvantaged	6.0
Filipino	15.0	English Learners	8.0
Hispanic or Latino	53.0	Students with Disabilities	5.0
Native Hawaiian/Pacific Islander	1.0		

\* 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	28	2	0	0	
Mathematics	0	0	0	0	0	0	0	30	2	0	0	
Science	0	0	0	0	0	0	0	28	2	0	0	
Social Science	0	0	0	0	0	0	0	28	2	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)
MIT has received a REMS (Readiness and Emergency Management for Schools) grant in the 2009-1010 school year. As a part of the grant, the school will develop a comprehensive plan for school safety.

### Suspensions and Expulsions

Rate *	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	25.46	4.43	0.33	41.91	47.53	54.35
Expulsions	1.85	0.74	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	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer		X			
<b>Interior:</b> Interior Surfaces		X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation		X			
<b>Electrical:</b> Electrical		X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains		X			
<b>Safety:</b> Fire Safety, Hazardous Materials		X			
<b>Structural:</b> Structural Damage, Roofs		X			Some rooms will be repaired this summer
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences		X			Some doors are damaged and will be replaced
<b>Overall Rating</b>		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	7	7	7	0
Without Full Credential	8	8	10	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	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 *	1	1	1
Vacant Teacher Positions			

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	100%	0%
All Schools in District	100%	0%
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	0.5	
Counselor (Social/Behavioral or Career Development)	1	
Library Media Teacher (librarian)	0	
Library Media Services Staff (paraprofessional)	0	
Psychologist	0.1	
Social Worker	0	
Nurse	0	
Speech/Language/Hearing Specialist	0.1	
Resource Specialist (non-teaching)	1.0	
Other	0	

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 instruction 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: October, 2011

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Literature & Language Arts, Holt, 2003	Yes	0.00%
Mathematics	Algebra 1, Glencoe, 2006 Algebra 2, Glencoe, 2006	Yes	0.00%
Science	Global Science, Kendall/Hunt, 2009 Biology, Glencoe	Yes	0.00%
History-Social Science	Modern World History, McDougal-Littell, 2003 US Hi	Yes	0.00%
Foreign Language	Mandarin: Ni Hau. 2008 Spanish 1: Expresate! Holt	Yes	0.00%
Health			0.00%
Visual and Performing Arts			0.00%
Science Laboratory Equipment (grades 9-12)	Carolina Science Science Kit and Boreal Various	Yes	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	\$ 7,071.32	\$ 2,067.74	\$ 5,003.58	\$ 50,933.00
District			\$ 0.00	\$ 58,556.00
Percent Difference - School Site and District				-13%
State			\$ 5,455.00	\$ 67,667.00
Percent Difference - School Site and State			-8%	-25%

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)

Several programs funded through categorical monies include the After School Program, Title 1 Tutoring program, and Credit Recovery program.

### 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
<b>English-Language Arts</b>	49	50	43	40	43	43	49	52	54
<b>Math</b>	6	5	7	37	38	40	46	48	50
<b>Science</b>	42	34	26	33	37	38	50	54	57
<b>History-Social Science</b>	40	41	37	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	43	7	26	37
Male	42	5	34	49
Female	44	10	21	26
Black or African American	33	2	14	39
American Indian or Alaska Native	0	0	0	0
Asian	0	0	0	0
Filipino	62	18	0	65
Hispanic or Latino	29	1	15	22
Native Hawaiian or Pacific Islander	0	0	0	0
White	89	22	58	71
Two or More Races	0	0	0	0
Socioeconomically Disadvantaged	34	3	17	25
English Learners	11	0	0	
Students with Disabilities	21	0	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 High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

### California High School Exit Examination Results for All Grade Ten Students - Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	54	60	51	39	43	46	52	54	59
Mathematics	49	35	38	38	39	44	53	54	56

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 High School Exit Examination Grade Ten Results by Student Group - Most Recent Year (if applicable)**

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	55.9	24.9	19.2	59.4	30.3	10.3
All Students at the School	41.1	28.6	30.4	64.3	26.8	8.9
Male	38.5	30.8	30.8	53.8	26.9	19.2
Female	43.3	26.7	30.0	73.3	26.7	0.0
Black or African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	27.3	45.5	27.3	54.5	45.5	0.0
Hispanic or Latino	60.0	28.0	12.0	80.0	16.0	4.0
Native Hawaiian or Pacific Islander	*	*	*	*	*	*
White	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*
Socioeconomically Disadvantaged	56.2	25.0	18.8	75.0	21.9	3.1
English Learners						
Students with Disabilities	*	*	*	*	*	*
Students Receiving Migrant Education Services	*	*	*	*	*	*

**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
9	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	5	4	3
Similar Schools	6	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	-18	16
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-13	-23	36
Native Hawaiian/Pacific Islander			
White			
Two or More Races	N/D		
Socioeconomically Disadvantaged	-27	-7	35
English Learners			
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	263	702	9,808	729	4,683,676	778
Black or African American	42	660	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	34	779	1,962	829	123,245	859
Hispanic or Latino	141	669	3,162	713	2,406,749	729
Native Hawaiian/Pacific Islander	1		190	726	26,953	764
White	27	806	933	780	1,258,831	845
Two or More Races	0		232	773	76,766	836
Socioeconomically Disadvantaged	148	676	6,159	693	2,731,843	726
English Learners	94	683	2,550	696	1,521,844	707
Students with Disabilities	15	549	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	No	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	2011-2012	2004-2005
Year in Program Improvement	Year 1	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. School Completion and Postsecondary Preparation

### Admission Requirements for California's Public Universities

#### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

#### California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

### Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Dropout Rate (1-year)	8	47	4	11	14	10	5	6	5
Graduation Rate	86.21	51.35	42.67	59.33	57.71	57.00	80.21	78.59	80.44

Note: The 2009-10 graduation data are calculated using the 4-year cohort graduation rate. The new cohort rate should not be compared to the 2007-08 and 2008-09 NCES graduation rates.

### Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010-11 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2011		
	School	District	State
All Students	87	100	N/D
Black or African American	75	100	N/D
American Indian or Alaska Native	0	0	N/D
Asian	100	100	N/D
Filipino	0	0	N/D
Hispanic or Latino	82	0	N/D
Native Hawaiian or Pacific Islander	100	100	N/D
White	83	93	N/D
Two or More Races	100	100	N/D
Socioeconomically Disadvantaged	100	100	N/D
English Learners	100	100	N/D
Students with Disabilities	0	0	N/D

Note: "N/D" means that no data were available to the CDE or LEA to report.

### Career Technical Education Programs (School Year 2010-11)

### Career Technical Education Participation (School Year 2010-11)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
Percent of pupils completing a CTE program and earning a high school diploma	0.00%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.00%

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

UC/CSU Course Measure	Percent
2010-11 Students Enrolled in Courses Required for UC/CSU Admission	93.2%
2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission	87.5%

### Advanced Placement Courses (School Year 2010-11)

Subject	Number of AP Courses Offered*	Percent of Students in AP Courses
Computer Science	0.0	
English	0.0	
Fine and Performing Arts	0.0	
Foreign Language	0.0	
Mathematics	0.0	
Science	0.0	
Social Science	0.0	
All courses	0.0	0.0%

Note: Cells shaded in black do not require data.

\* Where there are student course enrollments.

## XII. 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 professional development is on PLCs (Professional Learning Communities). During the year, teachers meet in their PLC groups twice a month on Wednesdays at the end of the minimum day.

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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.

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