



Military Magnet Academy

2950 Carner Avenue
North Charleston, SC

Grades	6-12 High School	
Enrollment	521 Students	
Principal	Anderson W. Townsend	843-745-7102
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Hillery Douglas	843-767-0740

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Excellent	Excellent
2007	Average	N/A
2006	N/A	N/A
2005	N/A	N/A
2004	N/A	N/A

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	4	10	8	9

* Ratings are calculated with data available by September 30.

High School Assessment Program(HSAP) Exam Passage Rate: Second Year Student

Percent	Our High School			High Schools with Students Like Ours		
	2006	2007	2008	2006	2007	2008
Passed 2 subtests (%)	71.4	81.0	82.0	61.1	65.6	65.8
Passed 1 subtest (%)	26.8	15.9	14.8	17.7	18.4	16.8
Passed no subtests (%)	1.8	3.2	3.3	24.4	16.0	17.9

HSAP Passage Rate by Spring 2008

Percent	Our High School	High Schools with Students Like Ours
	100.0%	86.9%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	49	127
Number of Diplomas	42	88
Rate	85.7%	66.2%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	78.2	58.6
English 1	65.9	42.1
Physical Science	0	29.5
All Tests	71.3	44.5

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n=521)				
Retention rate	5.9%	Down from 7.2%	10.1%	6.1%
Attendance rate	96.1%	Up from 95.0%	93.4%	95.0%
Eligible for gifted and talented	5.8%	Up from 1.0%	3.7%	8.3%
With disabilities other than speech	4.7%	Up from 4.5%	15.2%	13.0%
Older than usual for grade	7.1%	Up from 3.5%	13.9%	8.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	9.2%	Up from 6.4%	3.0%	1.5%
Enrolled in AP/IB programs	7.1%	Up from 0.0%	5.1%	11.4%
Successful on AP/IB exams	N/A	N/A	16.8%	54.3%
Eligible for LIFE Scholarship	22.0%	Down from 28.1%	25.0%	30.5%
Annual dropout rate	0.0%	Down from 0.6%	3.1%	3.5%
Career/technology students in co-curricular organizations	0.0%	N/A	5.3%	3.1%
Enrollment in career/technology courses	173	Up from 153	342	559
Students participating in work-based experiences	4.8%	N/A	4.8%	10.6%
Career/technology students attaining technical skills	89.6%	Up from 82.4%	75.6%	79.6%
Career/technology completers placed	N/A	N/A	97.5%	98.5%
Teachers (n=46)				
Teachers with advanced degrees	32.6%	Down from 40.0%	51.8%	57.4%
Continuing contract teachers	45.7%	Down from 57.8%	54.7%	69.6%
Teachers with emergency or provisional certificates	22.9%	Up from 17.1%	19.6%	8.7%
Teachers returning from previous year	79.5%	Up from 79.1%	79.3%	85.0%
Teacher attendance rate	94.2%	Down from 94.4%	95.1%	95.4%
Average teacher salary	\$40,818	Up 4.9%	\$44,540	\$46,061
Professional development days/teacher	14.1 days	Up from 12.9 days	11.2 days	11.4 days
School				
Principal's years at school	7.0	Up from 6.0	2.0	3.0
Student-teacher ratio in core subjects	16.4 to 1	Down from 17.7 to 1	22.3 to 1	25.4 to 1
Prime instructional time	89.4%	Up from 88.2%	87.8%	89.1%
Dollars spent per pupil*	\$8,465	Up 19.6%	\$8,861	\$7,279
Percent of expenditures for teacher salaries*	59.3%	Up from 57.8%	53.7%	55.3%
Percent of expenditures for instruction*	63.2%	Up from 62.7%	60.4%	60.8%
Opportunities in the arts	Good	No Change	Good	Excellent
Parents attending conferences	82.3%	Up from 54.0%	83.6%	94.2%
SACS accreditation	Yes	Up from No	Yes	Yes
Character development program	Excellent	No Change	Good	Good
Modern Language Program Assessment	N/A	N/A	Average	Good
Classical Language Program Assessment	N/A	N/A	N/A	Average

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2008		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	48	100.0%	167	71.3%	49	85.7%	No
Gender							
Male	29	100.0%	84	71.4%	29	82.8%	N/A
Female	19	100.0%	83	71.1%	20	90.0%	N/A
Racial/Ethnic Group							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	43	100.0%	143	70.6%	44	84.1%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	23	78.3%	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	N/A	N/A	11	45.5%	N/A	N/A	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	15	66.7%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	39	100.0%	123	73.2%	39	87.2%	N/A

* n=number of students on which percentage is calculated. t=number of tests taken.

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Report of Principal and School Improvement Council

The Military Magnet Academy is a caring school where all cadets are challenged to learn every day. The Military Magnet Academy prepares students to become competent, disciplined, and responsible citizens by providing the necessary learning environment. The Military Magnet Academy is committed to student academics, extracurricular activities, and parent and community involvement. The academic program develops the "whole person" by providing a foundation for success in today's world of high technology.

At the Military Magnet Academy, a school wide remediation program is implemented to target all students. Students with the highest needs also receive computer-assisted tutoring using Plato software. An after-school homework center and tutorial program are made available to all cadets for two hours after school on Monday, Tuesday, Wednesday, Thursday; four hours on Saturday mornings; and one hour before school daily.

A Saturday tutorial program developed for all cadets and parents enhances parental involvement. A PACT night for parents is offered once quarterly to share PACT study tips and test-taking techniques. All cadets are required to participate in the twenty-five book campaign and Independent Reading programs. Awards are presented to students who earn points for completing reading assignments. Teachers differentiate instruction and use cooperative learning with heterogeneous grouping in the classrooms to develop teamwork and enhance student achievement. The military tactical officers conduct instructional training to reinforce academic and basic military skills taught in the classrooms. Quarterly benchmark tests are given to assess student progress.

An attempt to improve the delivery of academic instruction is accomplished by providing teachers with training on the coherent curriculum, cooperative learning, curriculum alignment, and standards implementation. Quality initiatives for teacher training are supported as teachers are encouraged to attend workshops and conferences. MMA is accredited by the Southern Association of Colleges and Schools.

Anderson W. Townsend, Principal
 Theta Washington, School Improvement Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	42	34	49
Percent satisfied with learning environment	78.6%	61.8%	78.7%
Percent satisfied with social and physical environment	92.9%	76.5%	81.3%
Percent satisfied with school-home relations	57.1%	82.4%	64.6%

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress

YES

This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

CSI-DELAY

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality Data

	Our School	State
Classes in low poverty schools not taught by highly qualified teachers	2.7%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	8.7%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.9%	0.0%	No

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HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 52.3% (Proficient and Advanced)

All Students	61	100	6.6	50.8	32.8	9.8	62.3	70.7	69.7	Yes	Yes
Male	36	100	5.6	50	36.1	8.3	66.7	66.6	64.6	N/A	N/A
Female	25	100	8	52	28	12	56	74.8	74.8	N/A	N/A
White	3	I/S	I/S	I/S	I/S	I/S	I/S	90.1	81.7	I/S	I/S
African American	52	100	5.8	50	32.7	11.5	65.4	54.7	53.6	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	84.2	83.1	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	60.2	59.7	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	65.5	I/S	I/S
Disabled	3	I/S	I/S	I/S	I/S	I/S	I/S	26.5	25.2	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	40	N/A	N/A
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	50.8	47.3	I/S	I/S
Subsized meals	52	100	7.7	51.9	30.8	9.6	59.6	52.3	55.1	Yes	Yes

Mathematics - State Performance Objective = 50.0% (Proficient and Advanced)

All Students	61	100	14.8	57.4	27.9	0	49.2	66.9	67.2	Yes	Yes
Male	36	100	5.6	55.6	38.9	0	63.9	67.2	66.3	N/A	N/A
Female	25	100	28	60	12	0	28	66.7	68	N/A	N/A
White	3	I/S	I/S	I/S	I/S	I/S	I/S	88.6	79.6	I/S	I/S
African American	52	100	15.4	55.8	28.8	0	50	48.8	49.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	87.7	88.9	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	57.8	60	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	69.5	I/S	I/S
Disabled	3	I/S	I/S	I/S	I/S	I/S	I/S	25.4	23.8	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.7	N/A	N/A
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	57.4	54.9	I/S	I/S
Subsized meals	52	100	13.5	61.5	25	0	48.1	47.9	53.1	Yes	Yes

Physical Science (End-of-Course Performance by Group)

All Students	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Male	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Female	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
African American	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*
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English/Language Arts - State Performance Objective = 52.3% (Proficient and Advanced)

All Students	2007	63	100.0	3.2	49.2	41.3	6.3	61.9	73.8	70.7
	2008	61	100	6.6	50.8	32.8	9.8	62.3	70.7	69.7

Mathematics - State Performance Objective = 50.0% (Proficient and Advanced)

All Students	2007	63	100.0	19.0	54.0	20.6	6.3	46.0	63.6	62.2
	2008	61	100	14.8	57.4	27.9	0	49.2	66.9	67.2

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample