



## MILITARY MAGNET ACADEMY

2950 Carner Avenue  
North Charleston, SC

<b>Grades</b>	6-12 High School	
<b>Enrollment</b>	490 Students	
<b>Principal</b>	Anderson W. Townsend	843-745-7102
<b>Superintendent</b>	Dr. Nancy J. McGinley	843-937-6319
<b>Board Chair</b>	Mr. Chris Fraser	843-725-7200

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Excellent</b>	<b>Excellent*</b>
2010	Good	Good
2009	Excellent	Excellent
2008	Excellent	Excellent
2007	Average	N/A

\* The School's 2011 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

## ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS

Excellent	Good	Average	Below Average	At-Risk
4	2	11	9	12

\* Ratings are calculated with data available by 11/09/2011.

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

Percent	Our High School			High Schools with Students Like Ours		
	2009	2010	2011	2009	2010	2011
Passed 2 subtests (%)	81.3%	81.6%	73.6%	56.9%	61.7%	60.8%
Passed 1 subtest (%)	14.1%	15.8%	23.6%	21.1%	19.3%	20.4%
Passed no subtests (%)	4.7%	2.6%	2.8%	24.1%	21.3%	18.9%

## HSAP Passage Rate by Spring 2011

Percent	Our High School	High Schools with Students Like Ours
	100.0%	80.9%

## Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010*	2011	2010	2011
Number of Students in Four-Year Cohort	57	55	146	125
Number of Graduates in Cohort	52	52	95	83
Rate	91.2%	94.5%	65.6%	64.5%

\*Used to calculate current AYP.

## Five-Year Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010	2011	2010	2011
Number of Students in Cohort	N/A	57	N/A	130
Number of Graduates in Cohort	N/A	52	N/A	87
Rate	N/A	91.2%	N/A	63.9%

## 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	83.7%	61.2%
English 1	75.8%	48.6%
Biology 1/Applied Biology 2	22.2%	44.6%
Physical Science	64.6%	38.7%
US History and the Constitution	26.6%	26.5%
All Tests	59.4%	42.7%

\* 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
<b>Students (n=490)</b>				
Retention rate	2.5%	Down from 3.5%	3.8%	3.4%
Attendance rate	94.2%	Down from 96.2%	94.5%	95.0%
Served by gifted and talented program	7.3%	Down from 7.7%	4.7%	12.4%
With disabilities other than speech	3.1%	Down from 4.2%	12.6%	9.9%
Older than usual for grade	3.1%	Down from 3.7%	10.1%	7.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	3.3%	Down from 5.1%	1.6%	0.9%
Enrolled in AP/IB programs	13.1%	Up from 8.5%	4.3%	13.0%
Successful on AP/IB exams	N/A	N/A	13.9%	51.7%
Eligible for LIFE Scholarship	29.4%	No Change	25.5%	30.1%
Annual dropout rate	0.4%	Down from 0.8%	2.2%	2.5%
Career/technology students in co-curricular organizations	0.0%	Down from 1.6%	3.4%	2.9%
Enrollment in career/technology courses	154	Down from 186	224	419
Students participating in work-based experiences	0.0%	Down from 2.1%	0.0%	7.2%
Career/technology students attaining technical skills	89.0%	Up from 80.2%	79.9%	83.0%
Career/technology completers placed	100.0%	N/A	96.2%	98.4%
<b>Teachers (n=38)</b>				
Teachers with advanced degrees	44.7%	Down from 47.7%	59.5%	61.1%
Continuing contract teachers	60.5%	Up from 47.7%	68.8%	80.6%
Teachers returning from previous year	80.0%	Up from 77.4%	79.1%	86.5%
Teacher attendance rate	96.7%	Down from 98.2%	95.6%	95.5%
Average teacher salary*	\$41,164	Down 1.9%	\$43,873	\$46,884
Professional development days/teacher	14.3 days	Down from 15.2 days	10.0 days	10.0 days
<b>School</b>				
Principal's years at school	10.0	Up from 9.0	2.0	4.0
Student-teacher ratio in core subjects	20.0 to 1	No Change	20.2 to 1	26.5 to 1
Prime instructional time	90.7%	Down from 94.1%	88.9%	89.3%
Dollars spent per pupil**	\$9,974	Up 3.2%	\$9,985	\$7,804
Percent of expenditures for teacher salaries**	52.4%	Down from 56.1%	57.0%	58.0%
Percent of expenditures for instruction**	54.5%	Down from 59.0%	60.0%	60.6%
Opportunities in the arts	Good	No Change	Good	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	87.1%	Down from 100.0%	96.6%	97.3%
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	Good

\* Includes current year teachers contracted for 185 or more days.

\*\* 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 2011		End of Course Tests Passage Rate		On-time Graduation Rate, 2010 For AYP		Met AYP Objective
	n	%	t	%	n	%	
All Students	54	100.0%	293	59.4%	57	91.2%	Yes
<b>Gender</b>							
Male	27	100.0%	146	58.9%	35	88.6%	N/A
Female	27	100.0%	146	60.3%	22	95.5%	N/A
<b>Racial/Ethnic Group</b>							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	50	100.0%	261	56.7%	48	93.8%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	25	84.0%	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	17	76.5%	N/A	N/A	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	31	100.0%	240	58.8%	48	93.8%	N/A

NOTE: 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 Voyager, Academy of Reading/Math, Study Island, and APEX 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, and four hours on Saturday mornings.

A Saturday tutorial program developed for all cadets and parents enhances parental involvement. A PASS night for parents is offered once quarterly to share PASS study tips and test-taking techniques. All cadets are required to participate in the twenty-five book campaign and Independent Reading programs. Awards are provided to students who received points for completing reading assignments. Teachers differentiate instruction, 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

Etheline Mizell  
School Improvement Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	38	50	40
Percent satisfied with learning environment	91.9%	86.0%	89.2%
Percent satisfied with social and physical environment	94.7%	84.0%	87.5%
Percent satisfied with school-home relations	50.0%	84.0%	75.0%

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 10 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

N/A

School Improvement Key

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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 District	State
Classes in low poverty schools not taught by highly qualified teachers	2.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	5.2%	4.4%

  

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.6%	0.0%	No

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HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	70	100.0	7.1	45.7	34.3	12.9	57.1	71.8	68.0	No	Yes
Male	32	100.0	9.4	43.8	37.5	9.4	53.1	67.8	63.1	N/A	N/A
Female	38	100.0	5.3	47.4	31.6	15.8	60.5	75.6	73.1	N/A	N/A
White	1	I/S	I/S	I/S	I/S	I/S	I/S	90.7	79.4	I/S	I/S
African American	65	100.0	7.7	47.7	32.3	12.3	53.8	51.9	51.7	No	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	89.7	83.2	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	66.3	62.8	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	66.4	I/S	I/S
Disabled	3	I/S	I/S	I/S	I/S	I/S	I/S	27.2	22.8	I/S	I/S
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	53.4	45.1	I/S	I/S
Subsidized meals	61	100.0	6.6	42.6	36.1	14.8	60.7	53.1	54.7	No	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	70	100.0	22.9	42.9	31.4	2.9	48.6	64.8	62.3	Yes	Yes
Male	32	100.0	15.6	46.9	37.5	N/A	50.0	64.7	61.4	N/A	N/A
Female	38	100.0	28.9	39.5	26.3	5.3	47.4	64.9	63.2	N/A	N/A
White	1	I/S	I/S	I/S	I/S	I/S	I/S	85.9	75.3	I/S	I/S
African American	65	100.0	24.6	40.0	32.3	3.1	46.2	42.1	42.9	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	92.3	84.3	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	64.3	59.4	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	64.1	I/S	I/S
Disabled	3	I/S	I/S	I/S	I/S	I/S	I/S	26.9	21.5	I/S	I/S
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	55.2	47.1	I/S	I/S
Subsidized meals	61	100.0	23.0	39.3	34.4	3.3	52.5	43.7	48.5	Yes	Yes

Biology 1/Applied Biology 2 (End-of-Course Test Performance by Group)

All Students	70	100.0	68.6	17.1	12.9	1.4	14.3	N/A	N/A	N/A	N/A
Male	32	100.0	62.5	15.6	21.9	N/A	N/A	N/A	N/A	N/A	N/A
Female	38	100.0	73.7	18.4	5.3	2.6	7.9	N/A	N/A	N/A	N/A
White	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
African American	65	100.0	70.8	15.4	13.8	N/A	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	3	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	61	100.0	65.6	19.7	13.1	1.6	14.8	N/A	N/A	N/A	N/A

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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

**Two-Year HSAP Trend Data**

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*
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**English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)**

All Students	2010	76	100.0	9.3	50.7	28.0	12.0	53.3	69.8	65.9
	2011	70	100.0	7.1	45.7	34.3	12.9	57.1	71.8	68.0

**Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)**

All Students	2010	76	100.0	12.0	56.0	22.7	9.3	50.7	64.2	62.3
	2011	70	100.0	22.9	42.9	31.4	2.9	48.6	64.8	62.3

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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