



## MILITARY MAGNET ACADEMY

2950 Carner Avenue  
North Charleston, SC

<b>Grades</b>	6-12 Middle 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>Average</b>	<b>Average</b>
2010	Average	Average
2009	Below Average	Average
2008	At-Risk	At-Risk
2007	Below Average	Average

## 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>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

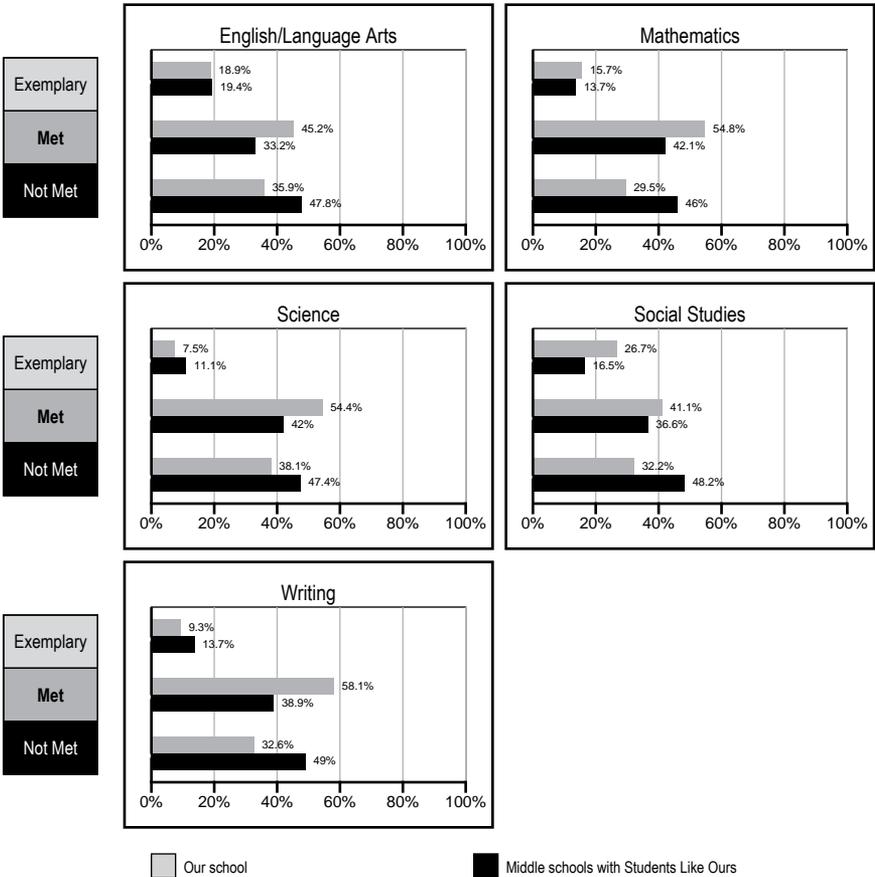
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 99.1%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	0	23	27	17

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

Palmetto Assessment of State Standards (PASS)



\* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

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

## End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	92.7%
English 1	N/A	89.8%
Biology 1/Applied Biology 2	N/A	46.0%
Physical Science	N/A	30.7%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	90.9%

## School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=490)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	12.1%	Up from 5.6%	13.5%	24.5%
Retention rate	2.5%	Down from 3.5%	1.0%	0.7%
Attendance rate	94.2%	Down from 96.2%	95.5%	95.9%
Served by gifted and talented program	7.3%	Down from 7.7%	7.2%	17.8%
With disabilities other than speech	3.1%	Down from 4.2%	11.0%	9.2%
Older than usual for grade	3.1%	Down from 3.7%	3.0%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	3.3%	Down from 5.1%	0.4%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=38)</b>				
Teachers with advanced degrees	44.7%	Down from 47.7%	57.6%	60.0%
Continuing contract teachers	60.5%	Up from 47.7%	71.4%	82.6%
Teachers returning from previous year	80.0%	Up from 77.4%	82.2%	85.6%
Teacher attendance rate	96.7%	Down from 98.2%	95.4%	95.3%
Average teacher salary*	\$41,164	Down 1.9%	\$44,017	\$46,300
Professional development days/teacher	14.3 days	Down from 15.2 days	10.3 days	9.9 days
<b>School</b>				
Principal's years at school	10.0	Up from 9.0	3.0	4.0
Student-teacher ratio in core subjects	20.0 to 1	No Change	19.3 to 1	21.5 to 1
Prime instructional time	90.7%	Down from 94.1%	89.6%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	87.1%	Down from 100.0%	97.5%	98.1%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$9,974	Up 3.2%	\$9,480	\$7,634
Percent of expenditures for instruction**	54.5%	Down from 59.0%	62.3%	64.0%
Percent of expenditures for teacher salaries**	52.4%	Down from 56.1%	57.1%	61.2%

\* 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

## 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	N/A	N/A	N/A
Percent satisfied with learning environment	N/A	N/A	N/A
Percent satisfied with social and physical environment	N/A	N/A	N/A
Percent satisfied with school-home relations	N/A	N/A	N/A

\* Only students at the highest middle school grade level and their parents were included.

## Abbreviations for Missing Data

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

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

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 and Student Attendance

	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
Student attendance rate	94.2%	94.0%**	Yes

\* Or greater than last year

Abbreviations for Missing Data

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)**

All Students	226	99.6	35.6	45.4	19	78.7	83.1	82.4	No	Yes
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**Gender**

Male	138	99.3	38.9	46.6	14.5	75.6	79.9	78.7	N/A	N/A
Female	88	100	30.6	43.5	25.9	83.5	86.6	86.2	N/A	N/A

**Racial/Ethnic Group**

White	7	I/S	I/S	I/S	I/S	I/S	94.8	88.9	I/S	I/S
African American	202	99.5	35.4	45.6	19	77.4	71.9	72.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	96.3	93	I/S	I/S
Hispanic	16	100	38.5	53.8	7.7	84.6	78	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	83	I/S	I/S

**Disability Status**

Disabled	6	I/S	I/S	I/S	I/S	I/S	42.6	48.1	I/S	I/S
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**Migrant Status**

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
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**English Proficiency**

Limited English Proficient	13	100	I/S	I/S	I/S	I/S	76.9	78.3	I/S	I/S
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**Socio-Economic Status**

Subsidized meals	197	99.5	37	45	18	77.2	72.9	75.4	No	Yes
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**Mathematics - State Performance Objective = 79.0% (Met or Exemplary)**

All Students	226	100	29.5	54.8	15.7	81.6	82.8	81.9	Yes	Yes
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**Gender**

Male	138	100	25.8	57.6	16.7	87.1	81.1	79.9	N/A	N/A
Female	88	100	35.3	50.6	14.1	72.9	84.6	84.1	N/A	N/A

**Racial/Ethnic Group**

White	7	I/S	I/S	I/S	I/S	I/S	94.9	88.9	I/S	I/S
African American	202	100	29.6	56.1	14.3	82.1	70.9	71.4	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	97.4	94.6	I/S	I/S
Hispanic	16	100	38.5	30.8	30.8	69.2	79.2	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	93.8	84.4	I/S	I/S

**Disability Status**

Disabled	6	I/S	I/S	I/S	I/S	I/S	40.8	47.3	I/S	I/S
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**Migrant Status**

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
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**English Proficiency**

Limited English Proficient	13	100	I/S	I/S	I/S	I/S	78.8	81.4	I/S	I/S
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**Socio-Economic Status**

Subsidized meals	197	100	30.5	54.7	14.7	81.1	72.7	74.9	Yes	Yes
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\* 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

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	152	100	38.1	54.4	7.5	61.9	69.2	68.6
<b>Gender</b>								
Male	94	100	41.8	52.7	5.5	58.2	68.4	68.3
Female	58	100	32.1	57.1	10.7	67.9	70	68.9
<b>Racial/Ethnic Group</b>								
White	6	I/S	I/S	I/S	I/S	I/S	90.4	80.7
African American	135	100	39.4	53.8	6.8	60.6	48.4	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	88.2	85.3
Hispanic	10	I/S	I/S	I/S	I/S	I/S	63.3	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87	70.8
<b>Disability Status</b>								
Disabled	6	I/S	I/S	I/S	I/S	I/S	30.6	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
<b>English Proficiency</b>								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	60.4	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	135	100	37.4	55	7.6	62.6	51.8	57.3
<b>Social Studies</b>								
All Students	154	100	32.2	41.1	26.7	67.8	75.5	72.5
<b>Gender</b>								
Male	94	100	36.4	40.9	22.7	63.6	74.4	72
Female	60	100	25.9	41.4	32.8	74.1	76.6	73.1
<b>Racial/Ethnic Group</b>								
White	4	I/S	I/S	I/S	I/S	I/S	91	81
African American	139	100	33.8	40.6	25.6	66.2	60.4	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	93.3	89
Hispanic	10	I/S	I/S	I/S	I/S	I/S	69	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	73.5
<b>Disability Status</b>								
Disabled	3	I/S	I/S	I/S	I/S	I/S	36.9	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
<b>English Proficiency</b>								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	70.5	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	133	100	34.6	40.9	24.4	65.4	61.8	62.9

Abbreviations for Missing Data

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

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
<b>Writing</b>										
All Students	89	100	32.6	58.1	9.3	67.4	75.8	73.2	94.9	96
<b>Gender</b>										
Male	51	100	38	54	8	62	70.7	67.2	95.2	95.9
Female	38	100	25	63.9	11.1	75	81.1	79.4	94.4	96.1
<b>Racial/Ethnic Group</b>										
White	N/A	N/AV	N/A	N/A	N/A	N/A	90.8	81.5	95.2	96.1
African American	83	100	30.9	59.3	9.9	69.1	61.3	61.3	94.9	95.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	85.4	87	97	96.9
Hispanic	6	I/S	I/S	I/S	I/S	I/S	69.4	66.7	94.6	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	95.9
<b>Disability Status</b>										
Disabled	2	I/S	I/S	I/S	I/S	I/S	23.9	26	94.7	94.9
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	98
<b>English Proficiency</b>										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	67.9	65.7	93.9	96.3
<b>Socio-Economic Status</b>										
Subsidized meals	77	100	30.7	61.3	8	69.3	62.2	63.2	94.7	95.5

Abbreviations for Missing Data

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

## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2010</b>	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	80	100	33.8	48.1	18.2	66.2
	7	100	100	38.1	45.4	16.5	61.9
	8	61	100	41	41	18	59
<b>2011</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	57	100	27.3	56.4	16.4	72.7
	7	80	98.8	32	46.7	21.3	68
	8	89	100	44.2	37.2	18.6	55.8
<b>Mathematics</b>							
<b>2010</b>	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	80	100	46.8	44.2	9.1	53.2
	7	100	100	46.4	47.4	6.2	53.6
	8	61	100	42.6	49.2	8.2	57.4
<b>2011</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	57	100	18.2	60	21.8	81.8
	7	80	100	36.8	46.1	17.1	63.2
	8	89	100	30.2	59.3	10.5	69.8
<b>Science</b>							
<b>2010</b>	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	40	100	51.3	46.2	2.6	48.7
	7	100	100	32	64.9	3.1	68
	8	30	100	40	43.3	16.7	60
<b>2011</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	27	100	N/AV	N/AV	N/AV	70.4
	7	80	100	34.2	59.2	6.6	65.8
	8	45	100	50	36.4	13.6	50

Abbreviations for Missing Data

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

## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2010</b>	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	40	100	10.5	57.9	31.6	89.5
	7	100	100	26.8	46.4	26.8	73.2
	8	31	100	22.6	58.1	19.4	77.4
<b>2011</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	30	100	N/AV	N/AV	N/AV	100
	7	80	100	42.1	35.5	22.4	57.9
	8	44	100	35.7	42.9	21.4	64.3
<b>Writing</b>							
<b>2010</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	80	100	46.8	36.4	16.9	53.2
	7	100	100	40.2	48.5	11.3	59.8
	8	61	100	23	65.6	11.5	77
<b>2011</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	89	100	32.6	58.1	9.3	67.4

Abbreviations for Missing Data

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