



Military Magnet Academy

2950 Carner Avenue
North Charleston, SC

Grades	6-12 High School	
Enrollment	504 Students	
Principal	Anderson W. Townsend	843-745-7102
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mrs. Toya Hampton Green	843-723-7831

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Excellent	Excellent*
2008	Excellent	Excellent
2007	Average	N/A
2006	N/A	N/A
2005	N/A	N/A

* The School's 2009 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 GOAL

By 2010, SC'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.

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.

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	3	4	10	16

* Ratings are calculated with data available by 03/25/2010.

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

Percent	Our High School			High Schools with Students Like Ours		
	2007	2008	2009	2007	2008	2009
Passed 2 subtests (%)	81.0	82.0	81.3	65.6	65.8	56.9
Passed 1 subtest (%)	15.9	14.8	14.1	18.4	16.8	21.1
Passed no subtests (%)	3.2	3.3	4.7	16.0	17.9	24.1

HSAP Passage Rate by Spring 2009

Percent	Our High School	High Schools with Students Like Ours
	100.0%	83.9%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	53	124
Number of Diplomas	47	81
Rate	88.7%	59.6%

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	85.0	51.7
English 1	51.6	40.7
Physical Science	56.3	29.3
US History and the Constitution	9.4	18.8
All Tests	49.2	34.4

* 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=504)				
Retention rate	4.0%	Down from 5.9%	7.8%	4.8%
Attendance rate	96.2%	Up from 96.1%	94.3%	95.5%
Eligible for gifted and talented	4.4%	Down from 5.8%	2.7%	9.2%
With disabilities other than speech	4.5%	Down from 4.7%	14.3%	12.6%
Older than usual for grade	4.0%	Down from 7.1%	11.8%	8.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	5.2%	Down from 9.2%	1.2%	1.2%
Enrolled in AP/IB programs	11.2%	Up from 7.1%	5.7%	13.2%
Successful on AP/IB exams	N/A	N/A	38.0%	55.6%
Eligible for LIFE Scholarship	29.2%	Up from 22.0%	27.4%	29.8%
Annual dropout rate	1.2%	Up from 0.0%	4.0%	3.5%
Career/technology students in co-curricular organizations	0.0%	No Change	3.2%	3.0%
Enrollment in career/technology courses	171	Down from 173	240	523
Students participating in work-based experiences	18.8%	Up from 4.8%	11.6%	12.9%
Career/technology students attaining technical skills	80.1%	Down from 89.6%	77.0%	79.3%
Career/technology completers placed	N/A	N/A	98.4%	98.8%
Teachers (n=44)				
Teachers with advanced degrees	40.9%	Up from 32.6%	54.3%	58.6%
Continuing contract teachers	54.5%	Up from 45.7%	60.8%	71.6%
Teachers with emergency or provisional certificates	23.5%	Up from 22.9%	19.3%	8.1%
Teachers returning from previous year	76.4%	Down from 79.5%	76.0%	85.0%
Teacher attendance rate	96.7%	Up from 94.2%	95.5%	95.5%
Average teacher salary*	\$42,332	Up 3.7%	\$44,687	\$47,761
Professional development days/teacher	16.0 days	Up from 14.1 days	10.7 days	10.8 days
School				
Principal's years at school	8.0	Up from 7.0	2.0	3.0
Student-teacher ratio in core subjects	16.7 to 1	Up from 16.4 to 1	21.7 to 1	26.1 to 1
Prime instructional time	92.2%	Up from 89.4%	88.9%	89.8%
Dollars spent per pupil**	\$9,158	Up 8.2%	\$10,026	\$7,883
Percent of expenditures for teacher salaries**	57.3%	Down from 59.3%	53.1%	54.1%
Percent of expenditures for instruction**	61.4%	Down from 63.2%	60.0%	60.2%
Opportunities in the arts	Good	No Change	Good	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 82.3%	93.3%	95.8%
Character development program	Excellent	No Change	Good	Good
Modern language program assessment	Below Average	N/A	Average	Average
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 2009		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	52	100.0%	248	49.2%	53	88.7%	Yes
Gender							
Male	23	100.0%	132	53.8%	23	82.6%	N/A
Female	29	100.0%	116	44.0%	30	93.3%	N/A
Racial/Ethnic Group							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	45	100.0%	213	46.9%	46	91.3%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	27	55.6%	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	18	44.4%	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	17	41.2%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	37	100.0%	188	48.4%	38	89.5%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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 Plato 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, 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 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

James McClain, School Improvement Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	54	41	64
Percent satisfied with learning environment	88.9%	73.2%	87.1%
Percent satisfied with social and physical environment	94.4%	75.0%	95.1%
Percent satisfied with school-home relations	68.5%	85.4%	78.7%

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

School Adequate Yearly Progress

NO

This school met 12 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

CA

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. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
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 District	State
Classes in low poverty schools not taught by highly qualified teachers	2.5%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	7.5%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	8.2%	0.0%	No

Abbreviations for Missing Data

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
--	-------------------------------	----------	---------------	---------	--------------	------------	----------------------------------	------------------------------------	---------------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	64	100	4.7	45.3	40.6	9.4	68.8	64.1	61.8	Yes	Yes
Male	33	100	3	60.6	30.3	6.1	60.6	60.7	57.4	N/A	N/A
Female	31	100	6.5	29	51.6	12.9	77.4	67	66.1	N/A	N/A
White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	86.8	74.3	I/S	I/S
African American	57	100	5.3	50.9	35.1	8.8	64.9	44.5	44.9	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	85.5	77.4	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	59.5	50.3	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	55.4	I/S	I/S
Disabled	3	I/S	I/S	I/S	I/S	I/S	I/S	23.9	19.4	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	44.6	38.5	I/S	I/S
Subsized meals	40	100	2.5	45	45	7.5	70	42	45.6	Yes	Yes

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

All Students	64	100	18.8	42.2	26.6	12.5	53.1	62.9	62.7	Yes	Yes
Male	33	100	24.2	36.4	27.3	12.1	54.5	63.2	61.8	N/A	N/A
Female	31	100	12.9	48.4	25.8	12.9	51.6	62.5	63.6	N/A	N/A
White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	88.2	75.1	I/S	I/S
African American	57	100	21.1	45.6	24.6	8.8	47.4	40.7	45.1	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	89.1	83.8	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	63.1	58.5	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	59.2	I/S	I/S
Disabled	3	I/S	I/S	I/S	I/S	I/S	I/S	26.9	21.8	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	56.9	52.3	I/S	I/S
Subsized meals	40	100	20	35	30	15	60	40.5	47.9	Yes	Yes

Physical Science (End-of-Course Test performance by Group)

All Students	64	100.0	68.8	26.6	4.7	N/A	I/S	N/A	N/A	N/A	N/A
Male	33	100.0	69.7	24.2	6.1	N/A	I/S	N/A	N/A	N/A	N/A
Female	31	100.0	67.7	29.0	3.2	N/A	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	57	100.0	71.9	22.8	5.3	N/A	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	7	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	3	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	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	40	100.0	62.5	32.5	5.0	N/A	I/S	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*
--	-------------	-------------------------------	----------	---------------	---------	--------------	------------	----------------------------------	------------------------------------	---------------------------------

English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	2008	61	100	6.6	50.8	32.8	9.8	62.3	70.7	69.7
	2009	64	100	4.7	45.3	40.6	9.4	68.8	64.1	61.8

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

All Students	2008	61	100	14.8	57.4	27.9	0	49.2	66.9	67.2
	2009	64	100	18.8	42.2	26.6	12.5	53.1	62.9	62.7

* 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