

MIDLANDS MATH & BUSINESS CHARTER ACADEMY

2638 Two Notch Rd., Suite
Columbia, S. C. 29204

Grades	4-8 Middle School	
Enrollment	80 Students	
Principal	Gerald Jenkins	803-799-5101
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Dwayne Smiling	803-231-7556

THE STATE OF SOUTH CAROLINA
2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	**Below Average**	**Below Average**
2010	Below Average	Good
2009	Below Average	Below Average
2008	At-Risk	Average
2007	At-Risk	At-Risk

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

MIDLANDS MATH & BUSINESS CHARTER ACADEMY	11/09/11-4001602

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

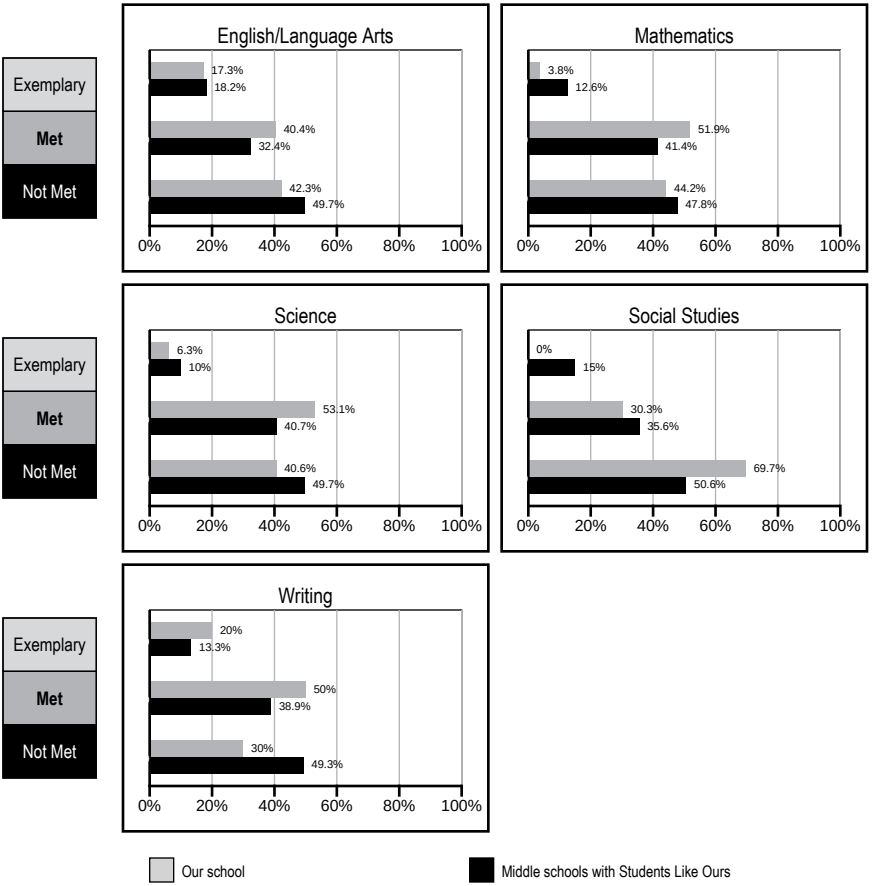
Percent of students tested in 2010-11 whose 2009-10 test scores were located	90.8%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	19	31	21

* 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%	89.9%
English 1	N/A	87.6%
Biology 1/Applied Biology 2	N/A	36.8%
Physical Science	N/A	13.4%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	89.0%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=80)				
Students enrolled in high school credit courses (grades 7 & 8)	10.8%	Down from 20.4%	13.8%	24.5%
Retention rate	1.2%	Up from 0.9%	1.0%	0.7%
Attendance rate	95.7%	Down from 97.0%	95.5%	95.9%
Served by gifted and talented program	0.0%	No Change	7.1%	17.8%
With disabilities other than speech	6.0%	Down from 9.2%	11.0%	9.2%
Older than usual for grade	1.2%	Down from 1.7%	2.9%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.3%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=10)				
Teachers with advanced degrees	62.5%	Down from 72.7%	59.8%	60.0%
Continuing contract teachers	0.0%	Down from 54.5%	69.4%	82.6%
Teachers returning from previous year	79.0%	Down from 93.3%	79.3%	85.6%
Teacher attendance rate	96.2%	Up from 95.4%	95.3%	95.3%
Average teacher salary*	$31,848	Down 6.5%	$44,022	$46,300
Professional development days/teacher	7.0 days	Up from 6.9 days	10.4 days	9.9 days
School				
Principal's years at school	2.0	No Change	3.0	4.0
Student-teacher ratio in core subjects	13.7 to 1	Up from 13.5 to 1	19.1 to 1	21.5 to 1
Prime instructional time	91.5%	Down from 91.8%	89.6%	90.1%
Opportunities in the arts	Poor	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 84.0%	97.7%	98.1%
Character development program	Average	No Change	Good	Good
Dollars spent per pupil**	$10,524	Up 42.0%	$9,927	$7,634
Percent of expenditures for instruction**	46.0%	Down from 58.0%	60.6%	64.0%
Percent of expenditures for teacher salaries**	45.6%	Down from 53.4%	56.2%	61.2%

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

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Midlands Math and Business Academy (MMBA) a public charter school located in Richland School District One that was created to provide another choice in educating of students in Central Columbia. MMBA was founded upon the principles of challenging the minds of students, exposing student to the world of business and financial literacy at a young age and learning that was relevant to the "real" world.

MMBA has completed its 6th year of educating students and this has been a rewarding year for the MMBA family.

MMBA met Adequate Yearly Progress (AYP) this school year.

There are many facets that comprise the way MMBA educates students. The school embeds technology, community partners, local colleges and universities, business persons, parents and families into this process. MMBA has seen all of these pieces come together and produce a well-rounded student.

MMBA is pursuing its mission to educate children through an innovative approach. Students at MMBA experience learning through a variety of mediums such as technology, small classes, student-centered lessons, interactive computerized lessons, hands-on activities, local business professionals and organizations volunteering in the classroom, visitation of colleges in the vicinity of the school and the state. Clubs have been establish to reinforce classroom lessons and establish networking and socialization skills.

Character is vital in every walk of life, for this reason, MMBA adopted this year Sean Covey' s 7 Habits of Effective Teens as its Character Education Initiative. The school is working with students and parents to build a high level of esteem and self-worth within our students.

The Rich Dad Poor Dad curriculum has always been the center of financial education at MMBA. The partnership with the National Foundation for Teaching Entrepreneurship has propelled the 8th Grade Business Plan Project to a new level. This year long project allows students to explore the creation of a business idea to become a reality through this class. The Annual School Business Expo is the time for students to showcase their idea and compete for prizes.

One of MMBA's challenges has been literacy. In order to provide students the necessary skills students read and are read to throughout the day. A literacy plan was instituted that includes a school-wide writing time, teacher review of essays and as well as peer-review. Students receive support from the interventionist as the school day progresses.

Along with making AYP, MMBA has ACT Explorer Scholars, a Junior Scholar, Business Competition Winners, a 100% Passing Rate on End of Course Algebra 1 test, 8th grade students completing online geometry, Making Middle Grades Work grant, a tour of National Historical Monuments and our Nation's Capitol.

Gerald A. Jenkins, Principal

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.

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School Adequate Yearly Progress	NO

This school met 7 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

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 and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.9%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	34.9%	0.0%	No
Student attendance rate	95.7%	94.0%**	Yes

* Or greater than last year

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MIDLANDS MATH & BUSINESS CHARTER ACADEMY										11/09/11-4001602
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
English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)										
All Students	87	98.9	47.4	34.2	18.4	72.4	78.3	82.4	No	Yes
Gender										
Male	54	98.2	57.8	28.9	13.3	62.2	74.3	78.7	N/A	N/A
Female	33	100	32.3	41.9	25.8	87.1	82.3	86.2	N/A	N/A
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	92.8	88.9	I/S	I/S
African American	84	98.8	45.2	35.6	19.2	71.2	74.2	72.9	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	89.4	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	83.9	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.4	83	I/S	I/S
Disability Status										
Disabled	7	I/S	I/S	I/S	I/S	I/S	45.7	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	79.5	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	73	100	51.5	36.4	12.1	69.7	73.5	75.4	No	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	87	98.9	47.4	43.4	9.2	67.1	75.1	81.9	No	Yes
Gender										
Male	54	98.2	51.1	44.4	4.4	68.9	73.5	79.9	N/A	N/A
Female	33	100	41.9	41.9	16.1	64.5	76.8	84.1	N/A	N/A
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	92.1	88.9	I/S	I/S
African American	84	98.8	46.6	43.8	9.6	68.5	70.3	71.4	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	93.3	94.6	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	82.1	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	81.8	84.4	I/S	I/S
Disability Status										
Disabled	7	I/S	I/S	I/S	I/S	I/S	40.4	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	84	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	73	100	50	39.4	10.6	65.2	69.8	74.9	No	Yes

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

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MIDLANDS MATH & BUSINESS CHARTER ACADEMY 11/09/11-4001602

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
Science								
All Students	56	100	46	48	6	54	58.7	68.6
Gender								
Male	37	100	41.9	48.4	9.7	58.1	58.2	68.3
Female	19	100	N/AV	N/AV	N/AV	47.4	59.2	68.9
Racial/Ethnic Group								
White	N/A	N/AV	N/A	N/A	N/A	N/A	87.8	80.7
African American	55	100	44.9	49	6.1	55.1	51	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	70.1	85.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	63.2	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	75	70.8
Disability Status								
Disabled	5	I/S	I/S	I/S	I/S	I/S	29.7	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	54.3	60.7
Socio-Economic Status								
Subsidized meals	48	100	48.8	48.8	2.3	51.2	50.1	57.3
Social Studies								
All Students	56	100	68	30	2	32	64.7	72.5
Gender								
Male	36	100	65.6	31.3	3.1	34.4	63.6	72
Female	20	100	N/AV	N/AV	N/AV	27.8	65.8	73.1
Racial/Ethnic Group								
White	N/A	N/AV	N/A	N/A	N/A	N/A	88.4	81
African American	54	100	66.7	31.3	2.1	33.3	58.3	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	73.3	89
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	71	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	73.7	73.5
Disability Status								
Disabled	4	I/S	I/S	I/S	I/S	I/S	33.1	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	65.7	69.7
Socio-Economic Status								
Subsidized meals	47	100	75	22.7	2.3	25	56.8	62.9

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MIDLANDS MATH & BUSINESS CHARTER ACADEMY										11/09/11-4001602
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
Writing										
All Students	40	92.5	33.3	48.5	18.2	66.7	66.5	73.2	95.7	96.1
Gender										
Male	24	91.7	33.3	55.6	11.1	66.7	62	67.2	95.8	95.9
Female	16	93.8	33.3	40	26.7	66.7	71.2	79.4	95.7	96.3
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	87.8	81.5	73.8	96.2
African American	38	92.1	32.3	48.4	19.4	67.7	60.7	61.3	96.1	96.1
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	83.3	87	92.8	96.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	74.8	66.7	N/A	95.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	94.5
Disability Status										
Disabled	3	I/S	I/S	I/S	I/S	I/S	23.7	26	93.7	95.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	66.2	65.7	N/A	95.9
Socio-Economic Status										
Subsidized meals	29	100	40.7	40.7	18.5	59.3	59.1	63.2	95.6	95.9

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MIDLANDS MATH & BUSINESS CHARTER ACADEMY 11/09/11-4001602

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	13	100	38.5	53.8	7.7	61.5
	5	17	100	47.1	35.3	17.6	52.9
	6	29	100	33.3	44.4	22.2	66.7
	7	27	100	23.1	46.2	30.8	76.9
	8	20	100	52.6	31.6	15.8	47.4
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	12	100	54.5	27.3	18.2	45.5
	5	16	100	61.5	15.4	23.1	38.5
	6	21	100	47.4	36.8	15.8	52.6
	7	14	100	38.5	46.2	15.4	61.5
	8	24	95.8	40	40	20	60
Mathematics							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	13	100	76.9	15.4	7.7	23.1
	5	17	100	23.5	58.8	17.6	76.5
	6	29	100	33.3	59.3	7.4	66.7
	7	27	100	42.3	46.2	11.5	57.7
	8	20	100	63.2	31.6	5.3	36.8
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	12	100	54.5	27.3	18.2	45.5
	5	16	100	53.8	23.1	23.1	46.2
	6	21	100	N/AV	N/AV	N/AV	63.2
	7	14	100	38.5	53.8	7.7	61.5
	8	24	95.8	55	40	5	45
Science							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	13	100	N/A	N/A	N/A	38.5
	5	8	I/S	I/S	I/S	I/S	I/S
	6	14	100	N/A	N/A	N/A	69.2
	7	27	100	30.8	50	19.2	69.2
	8	10	I/S	I/S	I/S	I/S	I/S
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	12	100	54.5	36.4	9.1	45.5
	5	8	I/S	I/S	I/S	I/S	I/S
	6	11	100	I/S	I/S	I/S	I/S
	7	14	100	46.2	46.2	7.7	53.8
	8	11	100	I/S	I/S	I/S	I/S

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MIDLANDS MATH & BUSINESS CHARTER ACADEMY 11/09/11-4001602

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	13	100	N/A	N/A	N/A	38.5
	5	9	I/S	I/S	I/S	I/S	I/S
	6	15	100	N/A	N/A	N/A	57.1
	7	27	100	46.2	38.5	15.4	53.8
	8	10	I/S	I/S	I/S	I/S	I/S
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	12	100	45.5	45.5	9.1	54.5
	5	8	I/S	I/S	I/S	I/S	I/S
	6	10	I/S	I/S	I/S	I/S	I/S
	7	14	100	N/AV	N/AV	N/AV	15.4
	8	12	100	N/AV	N/AV	N/AV	45.5
Writing							
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	13	100	46.2	30.8	23.1	53.8
	5	17	100	41.2	47.1	11.8	58.8
	6	31	100	31	44.8	24.1	69
	7	27	100	26.9	61.5	11.5	73.1
	8	19	100	52.6	31.6	15.8	47.4
2011	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	16	100	38.5	46.2	15.4	61.5
	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	24	87.5	30	50	20	70

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