



## Academic Magnet High

1525 Avenue B South  
North Charleston, SC

<b>Grades</b>	9-12 High School	
<b>Enrollment</b>	598 Students	
<b>Principal</b>	Judith Peterson	843-746-1300
<b>Superintendent</b>	Dr. Nancy J. McGinley	843-937-6319
<b>Board Chair</b>	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
<b>2008</b>	<b>Excellent</b>	<b>Excellent</b>
2007	Excellent	Excellent
2006	Excellent	Good
2005	Excellent	Excellent
2004	Excellent	Excellent

## 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
3	0	0	0	0

\* 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 (%)	100.0	100.0	100.0	92.8	94.5	97.3
Passed 1 subtest (%)	0	0	0	4.6	4.6	3.0
Passed no subtests (%)	0	0	0	4.5	2.3	1.1

**HSAP Passage Rate by Spring 2008**

Percent	Our High School	High Schools with Students Like Ours
	100.0%	99.5%

**On-Time Graduation Rate**

	Our High School	High Schools with Students Like Ours
Number of Students	135	339
Number of Diplomas	135	314
Rate	100.0%	94.4%

**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	0	90.3
English 1	100.0	93.0
Physical Science	100.0	88.7
All Tests	100.0	91.5

\* 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
<b>Students (n=598)</b>				
Retention rate	0.0%	No Change	1.6%	6.1%
Attendance rate	97.5%	No Change	96.0%	95.0%
Eligible for gifted and talented	67.5%	Down from 68.4%	24.0%	8.3%
With disabilities other than speech	1.2%	Up from 0.2%	6.8%	13.0%
Older than usual for grade	0.0%	No Change	1.8%	8.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.8%	Up from 0.4%	1.8%	1.5%
Enrolled in AP/IB programs	97.3%	Down from 99.0%	30.8%	11.4%
Successful on AP/IB exams	68.4%	N/A	68.4%	54.3%
Eligible for LIFE Scholarship	84.8%	Up from 74.5%	46.6%	30.5%
Annual dropout rate	0.0%	No Change	1.0%	3.5%
Career/technology students in co-curricular organizations	0.0%	No Change	0.2%	3.1%
Enrollment in career/technology courses	65	Up from 39	827	559
Students participating in work-based experiences	80.9%	Up from 42.5%	18.1%	10.6%
Career/technology students attaining technical skills	98.5%	Up from 92.3%	90.6%	79.6%
Career/technology completers placed	N/A	N/A	99.3%	98.5%
<b>Teachers (n=41)</b>				
Teachers with advanced degrees	68.3%	Down from 68.4%	64.2%	57.4%
Continuing contract teachers	87.8%	Down from 89.5%	75.2%	69.6%
Teachers with emergency or provisional certificates	0.0%	No Change	5.6%	8.7%
Teachers returning from previous year	91.1%	Down from 93.8%	87.7%	85.0%
Teacher attendance rate	96.3%	Down from 96.8%	96.3%	95.4%
Average teacher salary	\$45,585	Up 2.5%	\$49,903	\$46,061
Professional development days/teacher	17.1 days	Up from 13.6 days	10.7 days	11.4 days
<b>School</b>				
Principal's years at school	1.0	Down from 3.0	2.0	3.0
Student-teacher ratio in core subjects	21.1 to 1	Down from 21.7 to 1	24.3 to 1	25.4 to 1
Prime instructional time	92.5%	Down from 93.3%	91.3%	89.1%
Dollars spent per pupil*	\$6,691	Down 1.0%	\$6,691	\$7,279
Percent of expenditures for teacher salaries*	59.4%	Down from 59.6%	59.4%	55.3%
Percent of expenditures for instruction*	67.6%	Down from 68.1%	64.8%	60.8%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Parents attending conferences	89.6%	Down from 94.2%	94.5%	94.2%
SACS accreditation	No	Down from Yes	Yes	Yes
Character development program	Good	No Change	Good	Good
Modern Language Program Assessment	N/A	N/A	N/A	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	143	100.0%	323	100.0%	135	100.0%	Yes
<b>Gender</b>							
Male	71	100.0%	156	100.0%	67	100.0%	N/A
Female	72	100.0%	167	100.0%	68	100.0%	N/A
<b>Racial/Ethnic Group</b>							
White	85	100.0%	245	100.0%	80	100.0%	N/A
African American	36	100.0%	18	100.0%	33	100.0%	N/A
Asian/Pacific Islander	20	100.0%	39	100.0%	20	100.0%	N/A
Hispanic	N/A	N/A	14	100.0%	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	10	100.0%	N/A	N/A	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	16	100.0%	30	100.0%	14	100.0%	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 Academic Magnet High School challenges each student, teacher, and parent to meet the high expectations of a rigorous curriculum; to provide a learning environment that thoroughly prepares students for college and to be citizens of the world; and to encourage self-esteem, a sense of global responsibility, and respect for cultural diversity.

Students at AMHS come to our school from all areas of Charleston County and represent a diverse population in terms of ethnicity, religion, and socioeconomic status. We are very proud of our students' academic goals, mindset, and motivation. The enthusiasm at AMHS is contagious, as faculty and students challenge and motivate each other to reach for and achieve their highest potential. Our learning environment is open, accepting, and not only allows students to answer the question, but also to question the answer. Interdisciplinary approaches and advanced technologies encourage students to generate ideas, solve problems, and communicate solutions. We are proud of our students' academic, athletic, and personal achievements, as well as their involvement in the community.

By offering only Honors and Advanced Placement courses, as well as requiring a senior thesis, AMHS encourages each student to excel in challenging courses and individual work to prepare him or her for college and beyond. The goals of AMHS include preparing students to be successful in admission to their college of choice, receiving recognition in terms of awards and scholarships, being successful college students, and building commitments to the local and global communities.

School and Student Highlights of the Year include: Palmetto Gold Award winner, Eleven National Merit Scholarship Finalists in 2007, Average SAT score for seniors (2006-2007) of 1202, Average ACT score for seniors (2006-2007) of 26.4, First Place in both Level III and Level IV Awards in the 2008 Quest Competition at Trident Technical College, Ranked 7th Best High School in the Nation by Newsweek Magazine in 2008, Ranked 27th Best High School and 6th Best Magnet School in the Nation by US News and World Report, 103 students identified as Advanced Placement Scholars and Seven National Advanced Placement Scholars in 2007, the 9th grade team finished first in the nation in the National Word Master Challenge.

By the interdependent efforts of faculty, students, parents, staff, administration, and the community, AMHS continues to offer our students the tools, instruction, and guidance necessary to increase their knowledge and skills to prepare them to be successful in their high school, college, and future endeavors.

Dr. Carol A. Tempel, Principal  
Bryan Blalock, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	35	131	92
Percent satisfied with learning environment	97.1%	92.4%	96.6%
Percent satisfied with social and physical environment	94.3%	93.1%	87.8%
Percent satisfied with school-home relations	100.0%	92.4%	89.0%

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

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**School Adequate Yearly Progress** YES

This school met 9 out of 9 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. Sanction: Implement the restructuring plan.
<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**

	<b>Our School</b>	<b>State</b>
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%

	<b>Our School</b>	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes

Abbreviations for Missing Data

**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	158	100	N/AV	N/AV	N/AV	N/AV	N/AV	70.7	69.7	Yes	Yes
Male	76	100	N/AV	N/AV	N/AV	N/AV	N/AV	66.6	64.6	N/A	N/A
Female	82	100	N/AV	N/AV	N/AV	N/AV	N/AV	74.8	74.8	N/A	N/A
White	103	100	N/AV	N/AV	N/AV	N/AV	N/AV	90.1	81.7	Yes	Yes
African American	25	100	N/AV	N/AV	N/AV	N/AV	N/AV	54.7	53.6	I/S	I/S
Asian/Pacific Islander	22	100	N/AV	N/AV	N/AV	N/AV	N/AV	84.2	83.1	I/S	I/S
Hispanic	5	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	2	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	3	I/S	I/S	I/S	I/S	I/S	I/S	50.8	47.3	I/S	I/S
Subsized meals	10	I/S	I/S	I/S	I/S	I/S	I/S	52.3	55.1	I/S	I/S

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

All Students	158	100	N/AV	N/AV	N/AV	N/AV	N/AV	66.9	67.2	Yes	Yes
Male	76	100	N/AV	N/AV	N/AV	N/AV	N/AV	67.2	66.3	N/A	N/A
Female	82	100	N/AV	N/AV	N/AV	N/AV	N/AV	66.7	68	N/A	N/A
White	103	100	N/AV	N/AV	N/AV	N/AV	N/AV	88.6	79.6	Yes	Yes
African American	25	100	N/AV	N/AV	N/AV	N/AV	N/AV	48.8	49.7	I/S	I/S
Asian/Pacific Islander	22	100	N/AV	N/AV	N/AV	N/AV	N/AV	87.7	88.9	I/S	I/S
Hispanic	5	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	2	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	3	I/S	I/S	I/S	I/S	I/S	I/S	57.4	54.9	I/S	I/S
Subsized meals	10	I/S	I/S	I/S	I/S	I/S	I/S	47.9	53.1	I/S	I/S

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

All Students	157	100.0	0.6	17.2	32.5	49.7	82.2	N/A	N/A	N/A	N/A
Male	76	100.0	N/A	13.2	28.9	57.9	86.8	N/A	N/A	N/A	N/A
Female	81	100.0	1.2	21.0	35.8	42.0	77.8	N/A	N/A	N/A	N/A
White	119	100.0	0.8	14.3	34.5	50.4	84.9	N/A	N/A	N/A	N/A
African American	9	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Asian/Pacific Islander	19	100.0	N/A	15.8	21.1	63.2	84.2	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	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	5	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	15	100.0	N/A	33.3	26.7	40.0	66.7	N/A	N/A	N/A	N/A

\* Adj - 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 and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*
<b>English/Language Arts - State Performance Objective = 52.3% (Proficient and Advanced)</b>										
All Students	2007	148	100.0	N/A	0.7	10.9	88.4	100.0	73.8	70.7
	2008	158	100	N/AV	N/AV	N/AV	N/AV	N/AV	70.7	69.7
<b>Mathematics - State Performance Objective = 50.0% (Proficient and Advanced)</b>										
All Students	2007	148	100.0	N/A	N/A	7.5	92.5	100.0	63.6	62.2
	2008	158	100	N/AV	N/AV	N/AV	N/AV	N/AV	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