



## ACADEMIC MAGNET HIGH

5109-A West Enterprise  
North Charleston, SC

<b>Grades</b>	9-12 High School	
<b>Enrollment</b>	608 Students	
<b>Principal</b>	Judith Peterson	843-746-1300
<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	Excellent	Excellent
2009	Excellent	Excellent
2008	Excellent	Excellent
2007	Excellent	Excellent

## 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
0	0	0	0	0

\* 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 (%)	100.0%	100.0%	99.4%	96.5%	97.6%	99.4%
Passed 1 subtest (%)	N/A	N/A	0.6%	3.0%	3.1%	0.6%
Passed no subtests (%)	N/A	N/A	N/A	2.2%	1.8%	N/A

## HSAP Passage Rate by Spring 2011

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

## 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	140	135	246	135
Number of Graduates in Cohort	137	134	230	134
Rate	97.9%	99.3%	94.7%	99.3%

\*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	140	N/A	140
Number of Graduates in Cohort	N/A	138	N/A	138
Rate	N/A	98.6%	N/A	98.6%

## 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	.	.
English 1	100.0%	100.0%
Biology 1/Applied Biology 2	100.0%	100.0%
Physical Science	100.0%	100.0%
US History and the Constitution	97.2%	97.2%
All Tests	99.4%	99.4%

\* 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
<b>Students (n=608)</b>				
Retention rate	0.0%	No Change	0.0%	3.4%
Attendance rate	96.5%	Down from 97.4%	96.5%	95.0%
Served by gifted and talented program	75.2%	Up from 64.5%	75.2%	12.4%
With disabilities other than speech	0.0%	No Change	0.0%	9.9%
Older than usual for grade	0.0%	Down from 0.2%	0.0%	7.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.7%	Down from 1.3%	0.7%	0.9%
Enrolled in AP/IB programs	99.0%	No Change	99.0%	13.0%
Successful on AP/IB exams	74.2%	Up from 69.8%	74.2%	51.7%
Eligible for LIFE Scholarship	92.5%	Up from 86.9%	92.5%	30.1%
Annual dropout rate	0.0%	No Change	0.0%	2.5%
Career/technology students in co-curricular organizations	0.0%	No Change	0.0%	2.9%
Enrollment in career/technology courses	112	Down from 117	112	419
Students participating in work-based experiences	0.0%	Down from 15.1%	0.0%	7.2%
Career/technology students attaining technical skills	99.1%	Down from 100.0%	99.1%	83.0%
Career/technology completers placed	N/A	N/A	N/A	98.4%
<b>Teachers (n=40)</b>				
Teachers with advanced degrees	70.0%	Up from 68.3%	70.0%	61.1%
Continuing contract teachers	95.0%	Up from 90.2%	95.0%	80.6%
Teachers returning from previous year	90.6%	Up from 90.2%	90.6%	86.5%
Teacher attendance rate	97.4%	No Change	97.4%	95.5%
Average teacher salary*	\$46,129	Down 0.9%	\$46,129	\$46,884
Professional development days/teacher	2.2 days	Down from 8.9 days	2.2 days	10.0 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	21.6 to 1	Down from 21.9 to 1	21.6 to 1	26.5 to 1
Prime instructional time	93.8%	Up from 93.6%	93.8%	89.3%
Dollars spent per pupil**	\$7,359	Up 12.9%	\$7,359	\$7,804
Percent of expenditures for teacher salaries**	58.5%	Down from 67.0%	58.5%	58.0%
Percent of expenditures for instruction**	60.0%	Down from 70.1%	60.0%	60.6%
Opportunities in the arts	Excellent	Up from Good	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.2%	Down from 100.0%	97.2%	97.3%
Character development program	Good	Down from Excellent	Good	Good
Modern language program assessment	N/A	N/A	N/A	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	133	100.0%	630	99.4%	140	97.9%	Yes
<b>Gender</b>							
Male	64	100.0%	273	99.6%	68	98.5%	N/A
Female	69	100.0%	302	99.0%	72	97.2%	N/A
<b>Racial/Ethnic Group</b>							
White	99	100.0%	522	99.8%	89	97.8%	N/A
African American	N/A	N/A	41	95.1%	23	100.0%	N/A
Asian/Pacific Islander	19	100.0%	N/A	N/A	21	95.2%	N/A
Hispanic	N/A	N/A	N/A	N/A	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	N/A	N/A	N/A	N/A	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	N/A	N/A	37	97.3%	11	90.9%	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 mission of the Academic Magnet High School is to challenge each student, teacher, and parent with 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 in students' self-esteem, a sense of global responsibility, and respect for cultural diversity.

Our students come together from all areas of Charleston County and represent a heterogeneous mixture in terms of ethnicity, religion, and socioeconomic status, while at the same time representing a homogeneous population in terms of 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 at their highest potential. Our learning environment is designed to be open and accepting, and to not only allow students to answer the question, but also to question the answer. Interdisciplinary approaches are used in conjunction with advanced technology to teach and encourage students to generate ideas, solve problems, and communicate solutions. We are proud of our students' academic and personal achievements and their involvement in both the school and larger community.

By offering only Honors and Advanced Placement courses, as well as requiring a senior thesis, AMHS challenges 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, but are not limited to the following: Palmetto Gold Award, sixteen National Merit Finalists and seventeen National Merit Semi-Finalists, Average SAT score for Critical Reading: 637; for Math: 619; for Writing: 626, First Place Level IV in the 2010 Quest Competition at Trident Technical College, one hundred forty-eight students identified as Advanced Placement Scholars, and the Class AA State Championship for Girls Soccer.

By the interdependent efforts of faculty, students, parents, staff, administration and 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.

Judith Peterson, Principal  
Bryan Blalock, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	21	115	32
Percent satisfied with learning environment	100.0%	93.9%	100.0%
Percent satisfied with social and physical environment	100.0%	96.5%	96.9%
Percent satisfied with school-home relations	100.0%	96.5%	90.6%

\* 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** 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. 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	0.0%	0.0%	Yes

Abbreviations for Missing Data

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient 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	161	99.4	N/A	N/A	2.5	97.5	100.0	71.8	68.0	Yes	Yes
Male	70	100.0	N/A	N/A	1.4	98.6	100.0	67.8	63.1	N/A	N/A
Female	91	98.9	N/A	N/A	3.3	96.7	100.0	75.6	73.1	N/A	N/A
White	139	99.3	N/A	N/A	2.2	97.8	100.0	90.7	79.4	Yes	Yes
African American	15	100.0	N/A	N/A	N/A	100.0	100.0	51.9	51.7	I/S	I/S
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	89.7	83.2	I/S	I/S
Hispanic	2	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	0	N/A	N/A	N/A	N/A	N/A	N/A	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	0	N/A	N/A	N/A	N/A	N/A	N/A	53.4	45.1	I/S	I/S
Subsidized meals	10	100.0	N/A	N/A	N/A	100.0	100.0	53.1	54.7	I/S	I/S

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

All Students	161	100.0	N/A	N/A	5.0	95.0	100.0	64.8	62.3	Yes	Yes
Male	70	100.0	N/A	N/A	4.3	95.7	100.0	64.7	61.4	N/A	N/A
Female	91	100.0	N/A	N/A	5.5	94.5	100.0	64.9	63.2	N/A	N/A
White	139	100.0	N/A	N/A	4.3	95.7	100.0	85.9	75.3	Yes	Yes
African American	15	100.0	N/A	N/A	13.3	86.7	100.0	42.1	42.9	I/S	I/S
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	92.3	84.3	I/S	I/S
Hispanic	2	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	0	N/A	N/A	N/A	N/A	N/A	N/A	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	0	N/A	N/A	N/A	N/A	N/A	N/A	55.2	47.1	I/S	I/S
Subsidized meals	10	100.0	N/A	N/A	N/A	100.0	100.0	43.7	48.5	I/S	I/S

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

All Students	161	99.4	0.6	1.9	9.4	88.1	97.5	N/A	N/A	N/A	N/A
Male	70	100.0	1.4	N/A	5.7	92.9	98.6	N/A	N/A	N/A	N/A
Female	91	98.9	N/A	3.3	12.2	84.4	96.7	N/A	N/A	N/A	N/A
White	139	99.3	0.7	1.4	8.0	89.9	97.8	N/A	N/A	N/A	N/A
African American	15	100.0	N/A	6.7	26.7	66.7	93.3	N/A	N/A	N/A	N/A
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	2	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	0	N/A	N/A	N/A	N/A	N/A	N/A	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	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	10	I/S	I/S	I/S	I/S	I/S	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*
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**English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)**

All Students	2010	153	100.0	N/AV	N/AV	N/AV	N/AV	N/AV	69.8	65.9
	2011	161	99.4	N/A	N/A	2.5	97.5	100.0	71.8	68.0

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

All Students	2010	153	100.0	N/AV	N/AV	N/AV	N/AV	N/AV	64.2	62.3
	2011	161	100.0	N/A	N/A	5.0	95.0	100.0	64.8	62.3

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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