



Academic Magnet High

1525 Avenue B South
North Charleston, SC

Grades	9-12 High School	
Enrollment	592 Students	
Principal	Judith Peterson	843-746-1300
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	Excellent	Excellent
2006	Excellent	Good
2005	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 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
3	0	0	0	0

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

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

	Our High School			High Schools with Students Like Ours		
Percent	2007	2008	2009	2007	2008	2009
Passed 2 subtests (%)	100.0	100.0	100.0	94.5	97.3	96.5
Passed 1 subtest (%)	N/A	N/A	N/A	4.6	3.0	3.0
Passed no subtests (%)	N/A	N/A	N/A	2.3	1.1	2.2

HSAP Passage Rate by Spring 2009

	Our High School	High Schools with Students Like Ours
Percent	100.0%	98.7%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	121	243
Number of Diplomas	121	226
Rate	100.0%	94.3%

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	N/A	91.4
English 1	100.0	96.0
Physical Science	100.0	89.0
US History and the Constitution	98.0	79.7
All Tests	99.4	89.2

* 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=592)				
Retention rate	0.0%	No Change	1.6%	4.8%
Attendance rate	97.4%	Down from 97.5%	96.5%	95.5%
Eligible for gifted and talented	78.7%	Up from 67.5%	29.3%	9.2%
With disabilities other than speech	0.0%	Down from 1.2%	7.0%	12.6%
Older than usual for grade	0.2%	Up from 0.0%	2.1%	8.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.5%	Down from 1.8%	1.7%	1.2%
Enrolled in AP/IB programs	52.8%	Down from 97.3%	36.6%	13.2%
Successful on AP/IB exams	70.4%	Up from 68.4%	70.4%	55.6%
Eligible for LIFE Scholarship	90.1%	Up from 84.8%	45.1%	29.8%
Annual dropout rate	0.0%	No Change	1.4%	3.5%
Career/technology students in co-curricular organizations	0.0%	No Change	0.2%	3.0%
Enrollment in career/technology courses	131	Up from 65	815	523
Students participating in work-based experiences	37.5%	Down from 80.9%	19.7%	12.9%
Career/technology students attaining technical skills	100.0%	Up from 98.5%	92.8%	79.3%
Career/technology completers placed	N/A	N/A	99.2%	98.8%
Teachers (n=41)				
Teachers with advanced degrees	70.7%	Up from 68.3%	69.9%	58.6%
Continuing contract teachers	82.9%	Down from 87.8%	82.9%	71.6%
Teachers with emergency or provisional certificates	0.0%	No Change	6.1%	8.1%
Teachers returning from previous year	89.8%	Down from 91.1%	88.5%	85.0%
Teacher attendance rate	97.1%	Up from 96.3%	97.1%	95.5%
Average teacher salary*	\$46,734	Up 2.5%	\$52,659	\$47,761
Professional development days/teacher	6.1 days	Down from 17.1 days	9.5 days	10.8 days
School				
Principal's years at school	1.0	No Change	3.0	3.0
Student-teacher ratio in core subjects	21.9 to 1	Up from 21.1 to 1	24.2 to 1	26.1 to 1
Prime instructional time	93.2%	Up from 92.5%	91.2%	89.8%
Dollars spent per pupil**	\$6,484	Down 3.2%	\$6,974	\$7,883
Percent of expenditures for teacher salaries**	64.4%	Up from 59.4%	57.3%	54.1%
Percent of expenditures for instruction**	69.0%	Up from 67.6%	59.7%	60.2%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	Up from No	Yes	Yes
Parents attending conferences	100.0%	Up from 89.6%	97.5%	95.8%
Character development program	Excellent	Up from Good	Good	Good
Modern language program assessment	N/A	N/A	Good	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	120	100.0%	463	99.4%	121	100.0%	Yes
Gender							
Male	56	100.0%	226	100.0%	56	100.0%	N/A
Female	64	100.0%	237	98.7%	65	100.0%	N/A
Racial/Ethnic Group							
White	86	100.0%	335	99.4%	86	100.0%	N/A
African American	15	100.0%	47	100.0%	15	100.0%	N/A
Asian/Pacific Islander	14	100.0%	55	98.2%	15	100.0%	N/A
Hispanic	N/A	N/A	12	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
Disability Status							
Disabled	N/A	N/A	N/A	N/A	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	13	100.0%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	N/A	N/A	22	100.0%	N/A	N/A	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 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:

- Palmetto Gold Award winner
- Seven National Merit Scholarship Finalists in 2008
- Average SAT score for seniors (2007-2008): 1238
- Average ACT score for seniors (2007-2008): 26.6
- Second Place Level IV and Third Place Level III Awards in the 2009 Quest Competition at Trident Technical College
- One hundred and forty-one students identified as Advanced Placement Scholars and Eighteen National Advanced Placement Scholars in 2008

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	29	133	76
Percent satisfied with learning environment	96.6%	97.7%	97.4%
Percent satisfied with social and physical environment	96.6%	94.0%	92.0%
Percent satisfied with school-home relations	100.0%	93.2%	96.1%

* 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	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

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	0.0%	0.0%	Yes

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	155	100	N/AV	N/AV	N/AV	N/AV	N/AV	64.1	61.8	Yes	Yes
Male	78	100	N/AV	N/AV	N/AV	N/AV	N/AV	60.7	57.4	N/A	N/A
Female	77	100	N/AV	N/AV	N/AV	N/AV	N/AV	67	66.1	N/A	N/A
White	117	100	N/AV	N/AV	N/AV	N/AV	N/AV	86.8	74.3	Yes	Yes
African American	7	I/S	I/S	I/S	I/S	I/S	I/S	44.5	44.9	I/S	I/S
Asian/Pacific Islander	21	100	N/AV	N/AV	N/AV	N/AV	N/AV	85.5	77.4	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	59.5	50.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	55.4	I/S	I/S
Disabled	N/A	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	10	I/S	I/S	I/S	I/S	I/S	I/S	42	45.6	I/S	I/S

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

All Students	155	100	N/AV	N/AV	N/AV	N/AV	N/AV	62.9	62.7	Yes	Yes
Male	78	100	N/AV	N/AV	N/AV	N/AV	N/AV	63.2	61.8	N/A	N/A
Female	77	100	N/AV	N/AV	N/AV	N/AV	N/AV	62.5	63.6	N/A	N/A
White	117	100	N/AV	N/AV	N/AV	N/AV	N/AV	88.2	75.1	Yes	Yes
African American	7	I/S	I/S	I/S	I/S	I/S	I/S	40.7	45.1	I/S	I/S
Asian/Pacific Islander	21	100	N/AV	N/AV	N/AV	N/AV	N/AV	89.1	83.8	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	63.1	58.5	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	59.2	I/S	I/S
Disabled	N/A	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	10	I/S	I/S	I/S	I/S	I/S	I/S	40.5	47.9	I/S	I/S

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

All Students	155	95.5	0.6	16.1	29.7	49.0	78.7	N/A	N/A	N/A	N/A
Male	78	94.9	N/A	14.1	25.6	55.1	80.8	N/A	N/A	N/A	N/A
Female	77	96.1	1.3	18.2	33.8	42.9	76.6	N/A	N/A	N/A	N/A
White	117	94.9	0.9	13.7	30.8	49.6	80.3	N/A	N/A	N/A	N/A
African American	7	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Asian/Pacific Islander	21	95.2	N/A	14.3	23.8	57.1	81.0	N/A	N/A	N/A	N/A
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	2	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	10	100.0	N/A	40.0	20.0	40.0	I/S	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

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	158	100	N/AV	N/AV	N/AV	N/AV	N/AV	70.7	69.7
	2009	155	100	N/AV	N/AV	N/AV	N/AV	N/AV	64.1	61.8

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

All Students	2008	158	100	N/AV	N/AV	N/AV	N/AV	N/AV	66.9	67.2
	2009	155	100	N/AV	N/AV	N/AV	N/AV	N/AV	62.9	62.7

* Adjusted to account for natural variation in performance.