



MATH SCIENCE & TECHNOLOGY MAGNET

Post Office Box 249
Holly Hill, South Carolina

Grades	6-8 Middle School	
Enrollment	64 Students	
Principal	Loretta Gadson-	803-496-1566
Superintendent	Dr. Cynthia Cash-Greene	803-496-3288
Board Chair	Robert Williams	803-496-3288

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Good
2009	N/A	N/A
2008	N/A	N/A
2007	N/A	N/A
2006	N/A	N/A

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.

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

Percent of students tested in 2009-10 whose 2008-09 test scores were located

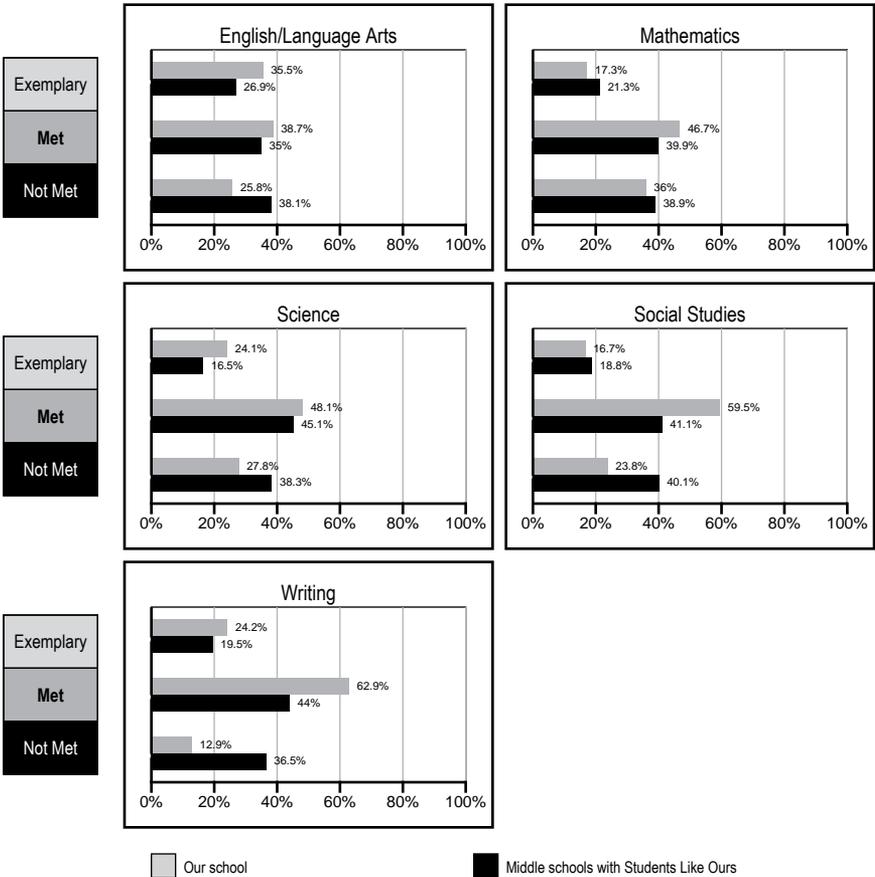
98.4%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	1	31	15	0

* Ratings are calculated with data available by 03/09/2011.

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	92.3%	95.1%
English 1	N/A	97.2%
Physical Science	61.5%	80.3%
US History and the Constitution	N/A	N/A
All Subjects	76.9%	95.1%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=64)				
Students enrolled in high school credit courses (grades 7 & 8)	30.2%	N/R	23.0%	24.2%
Retention rate	0.0%	N/A	0.7%	0.7%
Attendance rate	96.7%	N/A	95.4%	95.9%
Eligible for gifted and talented	33.9%	N/A	14.2%	16.4%
With disabilities other than speech	0.0%	N/A	14.3%	12.0%
Older than usual for grade	1.6%	N/A	3.0%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	N/R	0.6%	0.5%
Annual dropout rate	N/A	N/A	0.0%	0.0%
Teachers (n=9)				
Teachers with advanced degrees	100.0%	N/A	56.9%	58.5%
Continuing contract teachers	100.0%	N/A	79.3%	80.0%
Teachers with emergency or provisional certificates	0.0%	N/A	4.6%	4.0%
Teachers returning from previous year	N/A	N/A	83.0%	84.6%
Teacher attendance rate	97.6%	N/R	94.9%	95.4%
Average teacher salary*	N/A	I/S	\$45,750	\$46,561
Professional development days/teacher	10.9 days	N/R	10.9 days	10.2 days
School				
Principal's years at school	1.0	N/R	3.0	4.0
Student-teacher ratio in core subjects	16.3 to 1	N/R	20.8 to 1	21.1 to 1
Prime instructional time	92.6%	N/R	90.0%	90.4%
Opportunities in the arts	Poor	N/R	Good	Good
SACS accreditation	Yes	N/R	Yes	Yes
Parents attending conferences	97.8%	N/R	96.7%	98.1%
Character development program	Average	N/R	Good	Good
Dollars spent per pupil**	N/A	N/A	\$8,527	\$7,802
Percent of expenditures for instruction**	N/A	N/A	62.1%	63.8%
Percent of expenditures for teacher salaries**	N/A	N/A	58.2%	60.0%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Science Technology Engineering Mathematics Magnet School (STEM-MS) is the newest school in Orangeburg County Consolidated School District Three. STEM Magnet School has had an exceptional first year. We are proud of our students and the involvement of our parents. Our teachers have motivated our students to master the skills in all academic areas while enhancing their social and emotional development. We have strived to promote an environment that is conducive to learning. We have aimed to meet the needs of everyone.

The academic success of our students is the result of a well-implemented curriculum. We are proud to showcase what each student has to offer and what he or she has developed over the year. Some of the school highlights include eight students being recognized as grade-level winners at the district Science Fair, five students participating in the FBLA convention, one student being chosen to participate in the All-State Region Band, several students competing at the Junior Beta Club Convention. During our academic achievement awards program, 100% of our students were recognized. Several students attended the Orangeburg-Calhoun Consortium for the Arts Summer Program, three students attended the Summer Transportation Institute on scholarship, and all of our students participated in service learning projects and a balloon launch at the school site in conjunction with a grant from the National Science Foundation administered by South Carolina State University and Orangeburg-Calhoun Technical College.

As we continue to strive for academic excellence at STEM-MS, the administrator and faculty will continue to grow through professional development to meet the needs of our students. We will be able to facilitate learning as we continue to enhance our knowledge of current trends and innovative practices, such as our district-wide literacy intervention program. We will also continue to focus on developing our understanding of the South Carolina Curriculum Standards to improve instruction.

STEM-MS is committed to making a difference in the lives of the students it serves. The support of the parents and the community has helped STEM-MS provide a quality instructional program through a rigorous investigative curriculum.

Loretta Gadson-Washington, Principal
Keonia Govan, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	4	22	22
Percent satisfied with learning environment	I/S	90.9%	86.4%
Percent satisfied with social and physical environment	I/S	86.4%	90.9%
Percent satisfied with school-home relations	I/S	85.7%	86.4%

* Only students at the highest middle school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress

YES

This school met 13 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	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	4.1%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.7%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

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
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	62	100	25.8	38.7	35.5	88.7	73.1	83.5	Yes	Yes
Gender										
Male	35	100	20	45.7	34.3	88.6	71.3	80.1	N/A	N/A
Female	27	100	33.3	29.6	37	88.9	74.9	87	N/A	N/A
Racial/Ethnic Group										
White	5	I/S	I/S	I/S	I/S	I/S	82.9	89.6	I/S	I/S
African American	57	100	26.3	38.6	35.1	87.7	72	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	92.7	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	88.2	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	0	N/A	N/A	N/A	N/A	N/A	41.7	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	I/S	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	46	100	26.1	41.3	32.6	89.1	72.7	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	62	100	32.3	48.4	19.4	85.5	63.3	80.4	Yes	Yes
Gender										
Male	35	100	25.7	51.4	22.9	88.6	63.3	78.4	N/A	N/A
Female	27	100	40.7	44.4	14.8	81.5	63.2	82.5	N/A	N/A
Racial/Ethnic Group										
White	5	I/S	I/S	I/S	I/S	I/S	76.9	87.8	I/S	I/S
African American	57	100	35.1	47.4	17.5	84.2	61.7	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	93.5	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	76.5	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	0	N/A	N/A	N/A	N/A	N/A	22.7	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	90.9	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	46	100	34.8	47.8	17.4	87	62.4	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

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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	41	100	14.6	58.5	26.8	85.4	49.9	67.3
Gender								
Male	23	100	4.3	69.6	26.1	95.7	55.3	66.9
Female	18	100	27.8	44.4	27.8	72.2	44.3	67.7
Racial/Ethnic Group								
White	3	I/S	I/S	I/S	I/S	I/S	73.3	79.6
African American	38	100	15.8	57.9	26.3	84.2	46.7	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	84.4
Hispanic	0	N/A	N/A	N/A	N/A	N/A	66.7	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	0	N/A	N/A	N/A	N/A	N/A	15.6	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	I/S	58.6
Socio-Economic Status								
Subsidized meals	32	100	18.8	62.5	18.8	81.3	48	55.4
Social Studies								
All Students	42	100	23.8	59.5	16.7	76.2	57.6	70.9
Gender								
Male	25	100	20	68	12	80	57.4	70.1
Female	17	100	29.4	47.1	23.5	70.6	57.9	71.7
Racial/Ethnic Group								
White	3	I/S	I/S	I/S	I/S	I/S	71.6	79.2
African American	39	100	25.6	59	15.4	74.4	56.5	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	86.8
Hispanic	0	N/A	N/A	N/A	N/A	N/A	I/S	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	0	N/A	N/A	N/A	N/A	N/A	24.4	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	I/S	68
Socio-Economic Status								
Subsidized meals	29	100	24.1	69	6.9	75.9	56.4	60.8

Abbreviations for Missing Data

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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	62	100	12.9	62.9	24.2	87.1	54.6	72.1	96.7	94.7
Gender										
Male	35	100	8.6	62.9	28.6	91.4	50.9	65.2	96.5	94.2
Female	27	100	18.5	63	18.5	81.5	58.2	79.2	97	95.2
Racial/Ethnic Group										
White	5	I/S	I/S	I/S	I/S	I/S	66.7	80.8	94.1	91.4
African American	57	100	14	61.4	24.6	86	53	59.7	96.9	95.1
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	N/A	97.2
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	70.6	64.6	N/A	95.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	87.7
Disability Status										
Disabled	N/A	N/AV	N/A	N/A	N/A	N/A	16.2	27.7	N/A	93.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.7	N/A	97.1
Socio-Economic Status										
Subsidized meals	46	100	13	65.2	21.7	87	53.3	61.9	96.7	94.7

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	19	100	15.8	42.1	42.1	84.2
	7	21	100	33.3	23.8	42.9	66.7
	8	22	100	27.3	50	22.7	72.7
Mathematics							
2009	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	19	100	21.1	68.4	10.5	78.9
	7	21	100	33.3	42.9	23.8	66.7
	8	22	100	40.9	36.4	22.7	59.1
Science							
2009	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	9	I/S	I/S	I/S	I/S	I/S
	7	21	100	4.8	61.9	33.3	95.2
	8	11	100	36.4	45.5	18.2	63.6

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	10	I/S	I/S	I/S	I/S	I/S
	7	21	100	38.1	38.1	23.8	61.9
	8	11	100	18.2	72.7	9.1	81.8
Writing							
2009	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
2010	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	19	100	5.3	73.7	21.1	94.7
	7	21	100	9.5	61.9	28.6	90.5
	8	22	100	22.7	54.5	22.7	77.3

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