

## SCI,TECH,ENG,MATH MAGNET SCHOOL

530 Hesseman Avenue  
Holly Hill, South Carolina

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	109 Students	
<b>Principal</b>	Loretta R. Gadson-	803-496-3818
<b>Superintendent</b>	Dr. Cynthia Cash-Greene	803-496-3288
<b>Board Chair</b>	Robert Williams	803-496-3288

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Average</b>	<b>Good*</b>
2010	Average	Good
2009	N/A	N/A
2008	N/A	N/A
2007	N/A	N/A

\* The School's 2011 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

## 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>

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

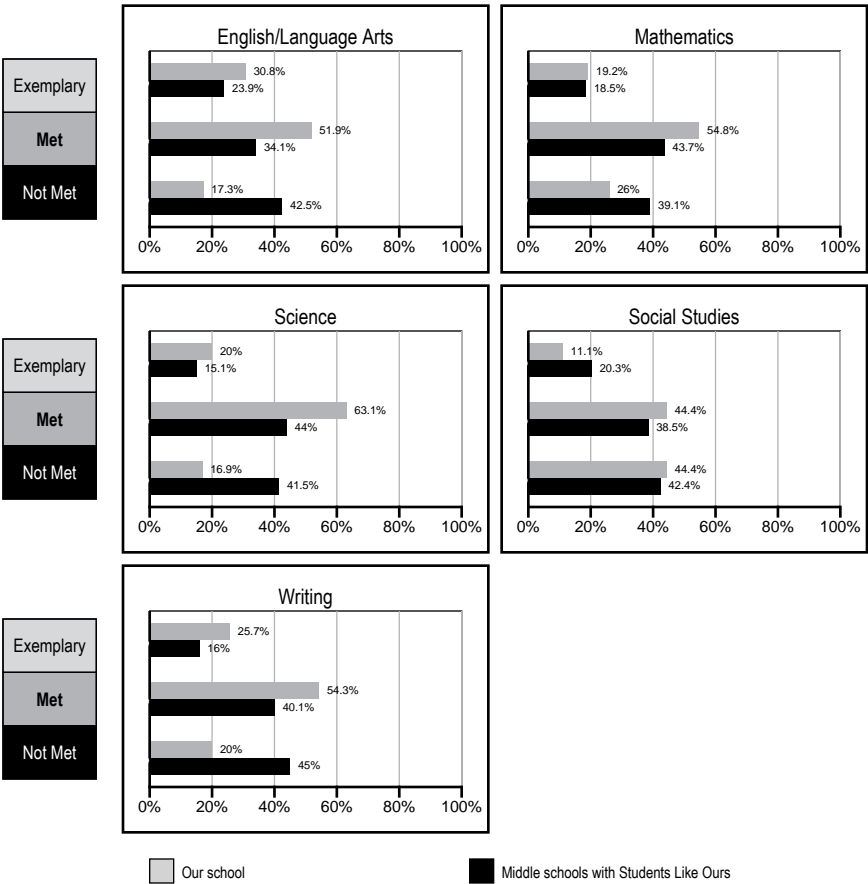
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.1%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	0	32	15	3

\* 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	91.3%	95.0%
English 1	69.4%	89.8%
Biology 1/Applied Biology 2	N/A	93.1%
Physical Science	47.8%	46.2%
US History and the Constitution	N/A	N/A
All Subjects	69.5%	93.4%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=109)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	58.1%	Up from 30.2%	14.7%	24.5%
Retention rate	0.0%	No Change	0.6%	0.7%
Attendance rate	98.7%	Up from 96.7%	95.6%	95.9%
Served by gifted and talented program	21.9%	Down from 33.9%	12.2%	17.8%
With disabilities other than speech	0.0%	No Change	10.2%	9.2%
Older than usual for grade	0.0%	Down from 1.6%	2.3%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.6%	0.4%
Annual dropout rate	0.0%	N/A	0.0%	0.0%
<b>Teachers (n=6)</b>				
Teachers with advanced degrees	100.0%	No Change	57.2%	60.0%
Continuing contract teachers	100.0%	No Change	77.4%	82.6%
Teachers returning from previous year	N/A	N/A	82.7%	85.6%
Teacher attendance rate	83.2%	Down from 97.6%	95.1%	95.3%
Average teacher salary*	N/A	N/A	\$44,927	\$46,300
Professional development days/teacher	12.1 days	Up from 10.9 days	11.1 days	9.9 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	17.7 to 1	Up from 16.3 to 1	20.2 to 1	21.5 to 1
Prime instructional time	79.5%	Down from 92.6%	90.1%	90.1%
Opportunities in the arts	Poor	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.0%	Down from 97.8%	97.4%	98.1%
Character development program	Excellent	Up from Average	Good	Good
Dollars spent per pupil**	N/A	N/A	\$8,292	\$7,634
Percent of expenditures for instruction**	N/A	N/A	64.1%	64.0%
Percent of expenditures for teacher salaries**	N/A	N/A	59.6%	61.2%

\* 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) has been opened for 2 years in Orangeburg County Consolidated School District Three. 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 morality through 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 success of our students academically is cultivated on the foundation of a well-defined curriculum. We are proud to showcase what each student has to offer and what they have developed over the year. Some of the school highlights include students being recognized as grade level winners at the district science fair and the regional science fair. Other awards and recognitions received by STEM-MS students are participation in All State Band, Region Band, Governor’s School for the Arts and Humanities, Junior BETA Club Convention, Junior All State Choir, MathFest for SC and the regional competition in Georgia, and the Orangeburg-Calhoun Consortium for the Arts Summer Program. All of our students participated in service learning projects and some students participated in job-shadowing.

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 the students. We will be able to facilitate learning as we continue to enhance our knowledge of current trends and district initiatives such as literacy development. 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 R. Gadson-Washington, Principal  
Keonia Govan, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	4	0	30
Percent satisfied with learning environment	I/S	FORMS	90.0%
Percent satisfied with social and physical environment	I/S	LOST IN	86.7%
Percent satisfied with school-home relations	I/S	SHIPMENT	93.3%

\* 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

<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 and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.9%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	98.7%	94.0%**	Yes

\* Or greater than last year

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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*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)**

All Students	105	100	17.3	51.9	30.8	90.4	71.8	82.4	Yes	Yes
<b>Gender</b>										
Male	60	100	16.9	50.8	32.2	88.1	69.3	78.7	N/A	N/A
Female	45	100	17.8	53.3	28.9	93.3	74.1	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	9	I/S	I/S	I/S	I/S	I/S	82.2	88.9	I/S	I/S
African American	94	100	16	53.2	30.9	91.5	70.4	72.9	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	86.4	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	83	I/S	I/S
<b>Disability Status</b>										
Disabled	N/A	N/AV	N/A	N/A	N/A	N/A	35.8	48.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	78.6	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	78	100	15.4	59	25.6	92.3	70.9	75.4	Yes	Yes

**Mathematics - State Performance Objective = 79.0% (Met or Exemplary)**

All Students	105	100	26	54.8	19.2	86.5	59.6	81.9	Yes	Yes
<b>Gender</b>										
Male	60	100	25.4	55.9	18.6	88.1	56.7	79.9	N/A	N/A
Female	45	100	26.7	53.3	20	84.4	62.3	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	9	I/S	I/S	I/S	I/S	I/S	74.2	88.9	I/S	I/S
African American	94	100	27.7	52.1	20.2	86.2	57.8	71.4	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	94.6	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	65.2	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	N/A	N/AV	N/A	N/A	N/A	N/A	15.3	47.3	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	66.7	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	78	100	26.9	57.7	15.4	87.2	57.8	74.9	Yes	Yes

\* Adjusted to account for natural variation in performance.

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
<b>Science</b>								
All Students	65	100	16.9	63.1	20	83.1	45.3	68.6
<b>Gender</b>								
Male	39	100	7.7	69.2	23.1	92.3	47.8	68.3
Female	26	100	30.8	53.8	15.4	69.2	42.9	68.9
<b>Racial/Ethnic Group</b>								
White	6	I/S	I/S	I/S	I/S	I/S	69.4	80.7
African American	59	100	18.6	64.4	16.9	81.4	42.7	51.4
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	I/S	85.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	61.5	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	70.8
<b>Disability Status</b>								
Disabled	N/A	N/AV	N/A	N/A	N/A	N/A	14.2	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	I/S	I/S	I/S	I/S	I/S	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	50	100	20	66	14	80	43.9	57.3
<b>Social Studies</b>								
All Students	64	100	45.3	43.8	10.9	54.7	52.4	72.5
<b>Gender</b>								
Male	36	100	52.8	36.1	11.1	47.2	49.9	72
Female	28	100	35.7	53.6	10.7	64.3	54.7	73.1
<b>Racial/Ethnic Group</b>								
White	5	I/S	I/S	I/S	I/S	I/S	62	81
African American	57	100	43.9	45.6	10.5	56.1	51.6	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	89
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	50	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	73.5
<b>Disability Status</b>								
Disabled	N/A	N/AV	N/A	N/A	N/A	N/A	19.8	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
<b>English Proficiency</b>								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	48	100	39.6	52.1	8.3	60.4	51.3	62.9

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
<b>Writing</b>										
All Students	36	100	20	54.3	25.7	80	60.9	73.2	98.7	95.6
<b>Gender</b>										
Male	22	100	14.3	52.4	33.3	85.7	55.7	67.2	98.9	95.4
Female	14	100	28.6	57.1	14.3	71.4	65.9	79.4	98.5	95.9
<b>Racial/Ethnic Group</b>										
White	5	I/S	I/S	I/S	I/S	I/S	80.4	81.5	97.5	92.9
African American	30	100	16.7	60	23.3	83.3	58.2	61.3	98.8	95.9
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	I/S	87	99.2	97.7
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.7	N/A	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	72.2	N/A	94.4
<b>Disability Status</b>										
Disabled	N/A	N/AV	N/A	N/A	N/A	N/A	9.3	26	N/A	94.7
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	1	I/S	N/A	N/A	N/A	N/A	I/S	65.7	99.2	97.8
<b>Socio-Economic Status</b>										
Subsidized meals	24	100	12.5	66.7	20.8	87.5	59.3	63.2	98.7	95.7

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
<b>English/Language Arts</b>							
<b>2010</b>	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
<b>2011</b>	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	45	100	15.6	51.1	33.3	84.4
	7	24	100	16.7	58.3	25	83.3
	8	36	100	20	48.6	31.4	80
<b>Mathematics</b>							
<b>2010</b>	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
<b>2011</b>	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	45	100	28.9	55.6	15.6	71.1
	7	24	100	29.2	58.3	12.5	70.8
	8	36	100	20	51.4	28.6	80
<b>Science</b>							
<b>2010</b>	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
<b>2011</b>	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	23	100	17.4	69.6	13	82.6
	7	24	100	16.7	70.8	12.5	83.3
	8	18	100	16.7	44.4	38.9	83.3

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
<b>Social Studies</b>							
<b>2010</b>	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
<b>2011</b>	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	22	100	22.7	63.6	13.6	77.3
	7	24	100	N/AV	N/AV	N/AV	16.7
	8	18	100	22.2	55.6	22.2	77.8
<b>Writing</b>							
<b>2010</b>	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
<b>2011</b>	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	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	36	100	20	54.3	25.7	80

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