



Science Technology Engineering Mathematics Magnet School

530 Hessemann Avenue
Holly Hill, SC 29059

Grades	6-8 Middle School	
Enrollment	73 Students	
Principal	Loretta R. Gadson-	803-496-1566
Superintendent	Cynthia Cash-Greene	803-496-3288
Board Chair	Mrs. Betty Shuler	803-496-3852

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Average	Below Average
2012	Good	Excellent
2011	Average	Good
2010	Average	Good
2009	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 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://www.eoc.sc.gov>

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

Percent of students tested in 2012-13 whose 2011-12 test scores were located

100%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	13	20	14

* Ratings are calculated with data available by 03/14/2014.

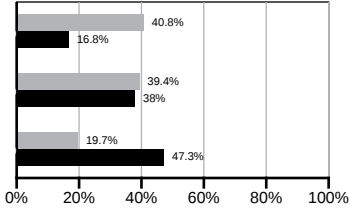
Palmetto Assessment of State Standards (PASS)

Exemplary

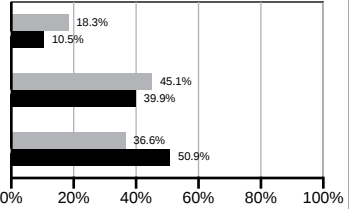
Met

Not Met

English/Language Arts



Mathematics

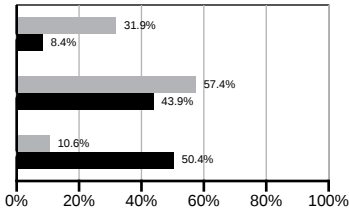


Exemplary

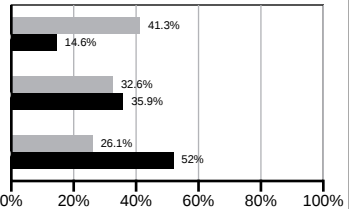
Met

Not Met

Science



Social Studies

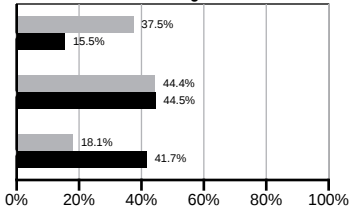


Exemplary

Met

Not Met

Writing



Our school



Middle schools with Students Like Ours

* 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	81.5%	86.8%
English 1	100.0%	85.0%
Physical Science	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	90.7%	86.9%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=73)				
Students enrolled in high school credit courses (grades 7 & 8)	37.1%	Up from 30.1%	13.9%	24.6%
Retention rate	0.0%	No Change	0.6%	0.6%
Attendance rate	96.3%	Down from 96.4%	95.3%	95.9%
Served by gifted and talented program	14.3%	N/A	5.0%	18.5%
With disabilities	0.0%	N/A	16.3%	13.0%
Older than usual for grade	3.3%	N/A	7.9%	4.8%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.7%	Up from 0.0%	0.5%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=2)				
Teachers with advanced degrees	100.0%	No Change	60.0%	61.5%
Continuing contract teachers	100.0%	No Change	65.5%	77.2%
Teachers returning from previous year	N/A	N/A	76.8%	85.9%
Teacher attendance rate	82.6%	Down from 91.9%	95.3%	94.9%
Average teacher salary*	I/S	N/A	\$44,373	\$47,313
Professional development days/teacher	13.0 days	Up from 8.8 days	9.3 days	10.1 days
School				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio in core subjects	31.5 to 1	Up from 19.0 to 1	17.9 to 1	22.1 to 1
Prime instructional time	76.3%	Down from 85.1%	89.4%	89.6%
Opportunities in the arts	Poor	Down from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	93.8%	Down from 100.0%	99.3%	99.0%
Character development program	Excellent	Up from Average	Excellent	Good
Dollars spent per pupil**	\$2,413	Down 35.6%	\$10,315	\$7,239
Percent of expenditures for instruction**	60.0%	Down from 72.5%	60.0%	63.0%
Percent of expenditures for teacher salaries**	60.0%	Down from 70.4%	54.0%	61.0%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Science Technology Engineering Mathematics Magnet School (STEM-MS) has been opened for four 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 competing at the regional science fair. Other awards and recognitions received by STEM-MS students are All State Band, Region Band, Junior BETA Club and FBLA Conventions, the Orangeburg-Calhoun Consortium for the Arts Summer Program, and the Daughters of the American Revolution short story and poetry contest. Some 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 administrators 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 the school provide a quality instructional program through a rigorous investigative curriculum. We are proud to increase the technology capabilities of the school thus giving our students the necessary tools to prepare them to become positive future leaders.

Loretta R. Gadson-Washington, Principal
Cathy Huger, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	17	44	7
Percent satisfied with learning environment	94.1%	75%	N/A
Percent satisfied with social and physical environment	88.2%	79.6%	N/A
Percent satisfied with school-home relations	76.5%	88.6%	N/A

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

Abbreviations for Missing Data

ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	93.0
Overall Grade Conversion	A

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Science Technology Engineering Mathematics Magnet School school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☒ Title I School – does not qualify as Reward, Focus or Priority School.
- ☐ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	2.3%
Classes in high poverty schools not taught by highly qualified teachers	1.1%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.3%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
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Grades 6-8

All Students	653.1	630.9	636.7	638.1	100.0	100.0
Male	647.2	627.0	636.3	630.0	100.0	100.0
Female	659.1	634.9	637.0	646.1	100.0	100.0
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	650.4	628.9	632.4	632.8	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	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
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	651.8	629.9	636.7	636.3	100.0	100.0
Annual Measurable Objective (AMO)	628.0	628.0	628.0	628.0	95.0	95.0

Abbreviations for Missing Data

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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English/Language Arts

2012	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	24	100	20.8	33.3	45.8	79.2
	7	51	100	15.7	47.1	37.3	84.3
	8	22	100	13.6	45.5	40.9	86.4
2013	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	18	100	N/A	N/A	N/A	N/A
	7	23	100	9.1	45.5	45.5	90.9
	8	49	100	24.5	36.7	38.8	75.5

Mathematics

2012	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	24	100	45.8	29.2	25	54.2
	7	51	100	25.5	49	25.5	74.5
	8	22	100	45.5	40.9	13.6	54.5
2013	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	18	100	N/A	N/A	N/A	N/A
	7	23	100	22.7	54.5	22.7	77.3
	8	49	100	42.9	40.8	16.3	57.1

Science

2012	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	12	100	33.3	41.7	25	66.7
	7	51	100	9.8	43.1	47.1	90.2
	8	11	100	18.2	72.7	9.1	81.8
2013	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	9	I/S	N/A	N/A	N/A	N/A
	7	23	100	4.5	63.6	31.8	95.5
	8	25	100	16	52	32	84

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2012	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	12	100	25	58.3	16.7	75
	7	51	100	13.7	37.3	49	86.3
	8	11	100	9.1	36.4	54.5	90.9
2013	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	9	I/S	N/A	N/A	N/A	N/A
	7	23	100	22.7	36.4	40.9	77.3
	8	24	100	29.2	29.2	41.7	70.8
Writing							
2012	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	22	100	13.6	31.8	54.5	86.4
2013	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	18	94.4	N/A	N/A	N/A	N/A
	7	23	100	13.6	59.1	27.3	86.4
	8	50	100	20	38	42	80

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample