**S.C. Governor's School for Science & Mathematics
2003-2004 Accountability Report**

**A New (unfinished) Campus – a New Era!**

September 22, 2003

Mr. Les Boles, Director
Office of State Budget, Budget & Control Board
1201 Main Street, Suite 950
Columbia, SC  29201

Re:    2003-2004 Accountability Report

Dear Mr. Boles:

It is a pleasure to submit the 2003-2004 Accountability Report for the 16th year of the Governor's School for Science and Mathematics (GSSM).

This report covers an extraordinary year - the toughest budget climate in our history combined with completion and transition into Phase One of our new campus!  We have committed ourselves to a level of frugality sufficient to permit moving into a partially built and furnished building while simultaneously upholding the highest standards of operation.   GSSM is committed to maintaining the quality of our programs above all.  To maintain high quality and meet budget reductions we have cut over 50% from program budgets, eliminated positions and completely stopped our two-way video distance learning outreach program.

To maximize the benefit from every dollar we spend to educate our students, GSSM is dedicated to incorporating quality management principles into every facet of our operation.  We have come a long way in striving toward and reaching ever-higher standards for student achievement during the past fourteen years.  We are looking forward to forging additional opportunities for bright, hard-working South Carolina students through our new campus which is under construction.  With on-going budget reductions, we are focusing every effort to maintain the excellence of GSSM programs as we occupy Phase I of our new campus, which opened in August of  2003.

As a small agency, we at GSSM regularly use internal staff work, Board review, and customer (parent/student) inputs to review and refine our vision and our mission.  We set goals, define metrics, and reassess programs, policies and procedures.  In order to best deploy our resources to meet our goals, we use a collegial committee structure involving both internal and external organizations, public and private.  GSSM designs programs based on a challenging standards-based curriculum to meet identified needs.

The quality management principles detailed in this report have led to GSSM being recognized as one of the premier schools in the nation as measured by the success of graduates of our programs, both residential and outreach. These long-term successes have arisen from annual objectives with associated performance indicators. These indicators include: test scores and other academic measures; scholarships offered and accepted; comparisons with benchmark residential schools in other states; the extremely high recruiting priority universities place on our graduates; demand for our outreach services; and the support of business and industry in helping GSSM provide advanced educational opportunities. The steady increase in stature of the school has created the need to expand into purpose-built facilities.

GSSM is now into its fourth year of integrating information developed in conjunction with the Education Oversight Committee (EOC). I will be happy to provide additional information and ask that if you have any questions, please call me.


Sincerely,



Dr. Murray W. Brockman
President

**Section I – Executive Summary**
A. Major Achievements from past year

**Major Achievements, Status:  FY 2003-2004 Accountability Report**
**SC Governor's School for Science & Mathematics (GSSM)**

Repeatedly recognized nationally for excellence, GSSM advances academic achievement throughout South Carolina by offering comprehensive residential and exemplary outreach programs for students and teachers.

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## *GSSM RESIDENTIAL PROGRAM – Major Achievements*

- GSSM Continues Earning "Excellent" in all Categories of EOC School Report Card

- GSSM residential **students** are 50% male, 50% female, and 31% minority**,** and **represent 35 of South Carolina's 46 counties**.  They are selected on merit, including academic talent, interest in science and mathematics, and strong character.

- GSSM has earned **Palmetto Gold** with an **"Excellent"** rating on the SC Annual School Report Card for the third consecutive year.

- **51%** of graduates **attend college in S.C.**  About **50%** of GSSM alumni **seek careers in S.C.,** working as teachers, doctors, scientists, engineers, computer scientists, and lawyers.

- Strong academic performance is a hallmark of GSSM students.  In 2004, seniors led the state again with an **average SAT score of 1376** (The SC average was 989, and the national average was 1026).

- Twelve seniors are **National Merit Semifinalists** in 2004, leading the state (again).  Three are **National Achievement Semifinalists**.  Over the years, GSSM classes average **$125,000 in college scholarship offers** per student**.**

- Our **nationally recognized mentored research program** for rising seniors, which is open to all South Carolina students and required for GSSM students, continues to establish new benchmarks.  For the second consecutive year, a GSSM student has been named as an **Intel Science Competition National Semifinalist**.  Congratulations to Chelsea Reighard of Clemson.  **Five students** expect to have their research results published in prestigious **national scientific journals**.  **Four GSSM students** were among South Carolina's six representatives at the **Intel International Science and Engineering Fair** in Portland, OR last spring.  Incoming Junior Ben Rosenberg has already distinguished himself by **performing research on laser propulsion systems in Tokyo this summer.**

- The **GSSM Math Team** continues to place strongly in the Mu Alpha Theta annual **national mathematics competition,** bringing home **Fifth Place in the nation**, from Alabama this summer. This strong team took **First Place in the State in the American Mathematics Competition** as well.

- **Extracurricular activities** continue to shine.  Students did a fantastic production of **Romeo and Juliet** in the fall, and the **GSSM Chorus' Spring Concert** was very well received.  Two seniors won chairs

in the **All State Senior Band,** while a junior placed in the **Region Senior Band.** The **soccer team** finished **Second in the state's Division I**, while the **tennis team** finished **4th in the state.**

- **GSSM Faculty**, all holding **advanced degrees**, continue to receive significant recognition. Dr. Mark Godwin was selected for a research and teaching fellowship at the prestigious **European Center for Nuclear Research** in Geneva. Mr. Randy LaCross, Director of the GSSM Center for Excellence, presented results from GSSM's Team GEAR Up program to the **National Council for Community and Educational Partnerships**. English Instructors Ike Coleman and Roy Flannagan each **published** this summer. Mr. Coleman's poetry appeared in <u>Windhover</u> and Dr. Flannagan's essays on Bret Easton Ellis and Mark Levner appeared in the <u>Dictionary of Literary Biography</u>. French Instructor, Dr. Lollie Eykyn was **one of five French teachers in S.C. to review examinations** required for state certification for new French teachers. New math instructor, Dr. Murray Siegel, while serving as **Associate Editor of the Statistics Teachers' Network**, presented papers to scholarly conferences in Charleston, Phoenix, San Antonio, and Toronto, not to mention leading workshops for AP statistics teachers in St. Louis, MO, Dallas, TX, and Norman, OK.

## *GSSM CENTER FOR EXCELLENCE - STATEWIDE OUTREACH SUPPORT FOR STUDENTS & TEACHERS*

- The **Summer Science Program** completed its **15th successful year** bringing 250 rising 9th and 10th graders from around the state together to study calculus, Java script, plant ecology, entomology, etc. The number of students **supported by scholarships** continues at nearly **30%,** thanks to generous support from grants and the GSSM Foundation.

- **Project Gear-Up/Team Gear-Up**, a federal grant-funded program, prepares middle school students for success in high school and college. GSSM's role, providing student mentors in science labs, received **national recognition** and was extended funding for its sixth year of operation at GSSM.

**Business & Partnership Involvement**
- Our strong and active GSSM Foundation organizes the support of more than **210 businesses** from all across the state in support of **sustaining excellence at GSSM**.

**B. Mission and Values**

# Mission and Values Statement

## South Carolina Governor's School for Science & Mathematics

The purpose of the South Carolina Governor's School for Science and Mathematics (GSSM) is to offer the most academically able students of this state a learning environment that strengthens their ability to think critically, stimulates the joy of learning, and fosters the excitement of discovery through scientific research.

GSSM broadens the horizons of the mind, expands intellectual and personal growth, and cultivates the uniqueness of each student. The School builds a strong sense of community among students, faculty and staff in a residential setting.

Emphasizing science, mathematics, and technology, the Governor's School for Science and Mathematics is an educational resource, which serves the State of South Carolina as a model for academic excellence and provides a diverse range of outreach programs and partnerships.

**C. Key Strategic Goals for Present and Future Years**

# Mission and Values Statement

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Emphasizing science, mathematics, and technology, the Governor's School for Science and Mathematics is an educational resource, which serves the entire state of South Carolina as a model for academic excellence through a diverse range of outreach programs and partnerships.

**C. Key Strategic Goals for Present and Future Years**

- Maintain the Excellence that is the hallmark of each GSSM program
- Use Funds efficiently and effectively
- Operate Phase One of GSSM's appropriately and build toward expansion with Phase II.

### Strategic Goals

1. Continue and strengthen residential and outreach programs, enhancing excellence and meeting opportunities statewide

2. Occupy Phase One of GSSM's New Campus in August 2003 - Accomplished.
   a. Obtain funds to outfit and occupy New Campus - Accomplished
   b. Finalize Phase 2 Funding - Pending
   c. Finalize Furniture, Fixtures & Equipment requirements and support appropriations request - Accomplished for Phase I

3. Double the size of the student body and faculty while maintaining or improving quality and minority enrollment - Underway
   a. Visit school districts – present the opportunity, hear feedback -
   b. Analyze alternatives – AP, IB, private schools, other. How are we unique?
   c. Evaluate 10$^{th}$ grade admission - Underway
   d. Use the expansion opportunity to review and upgrade curriculum - Underway
   e. Define enhanced math/computer science & technology offering(s)

4. Spearhead efforts toward leadership in South Carolina science and math education via our outreach program - Underway
   a. Uncover grant opportunities – especially in teacher training
   b. Firm up summer research coordination with higher education partners - Pending

5. Enhance the profile of GSSM across the state - Underway
   a. Establish role in SC state initiatives to improve science and math education
   b. Establish role of parents in the school vision
   c. Create targeted communications plan for internal and professional implementation - Pending

6. Continue to focus on the development of high character and exceptional skills in our students – Accomplished/Ongoing
   a. Evaluate honor codes at other schools
   b. Review handbook and emphasize principles

**D. Opportunities and barriers** that may affect the agency's success in fulfilling its mission and achieving its strategic goals (This establishes the basis for the agency's budget request).

**Opportunities:**

1. Phase I of New Campus built, outfitted, opened and operating.
   a. State-of-the-art facilities for technology in education, mathematics, bioscience, computer science and engineering.
   b. Facilities equal to quality of teachers/students in program and for greatly expanding outreach efforts in Recertification, standards-based instruction and quality research.
   c. When complete with Phase II operational, GSSM's new campus will provide a year-round "educational" center for South Carolina.
   d. As funding permits, increase impact of residential program from 128 to 300 students

2. Maintain and extend quality GSSM programs' reach and depth to a "critical mass" of students and teachers, both residential and outreach.
   a. GSSM's new campus will have space for up to 300 of the state's brightest and most-motivated students to participate in the intensive full immersion of our leading-edge residential program. This larger number will provide opportunity for even more students from every corner of South Carolina to participate.
   b. Teachers from throughout South Carolina will have the opportunity to take courses at the new campus as funding permits. Recertification and Non-standard Certification opportunities abound.
   c. Grant requests are submitted to fund high-quality courses will be developed to offer via internet/video links to high schools, middle schools, and elementary schools statewide.

3. Enhance quality of life throughout South Carolina by providing an enhanced supply of high-quality engineers, scientists, doctors, and other professionals who have a strong predilection to seek employment in South Carolina

4. Raise the pride and awareness South Carolinian's have in their young scholars – by more extensively communicating the national and world-level achievements our students are producing through challenging GSSM programs – both residential and outreach.

**Barriers:**

1. Funding.
   a. Maintain quality in existing programs.  Continuing extreme State budget reductions, coupled with additional state reductions and unfunded contractual obligations, cut deeply into GSSM's departmental budgets and exhausted all reserve areas.  Quality cannot be maintained without prioritizing and eliminating essential outreach services.
      i. Mid-year state reductions, "sequester" and possible additional cuts..
      ii. Other reductions and unfunded obligations in leased facilities bring total decrease to over 20%.  Distance learning plans re-evaluated.
      iii. New Campus facility maintenance & utilities issue moving into 2004-2005

   b. GSSM's growth plans for the new campus required the following resources:
      i. Transition funds ($900,000) to outfit, move and effectively utilize Phase I of GSSM's new campus beginning in the fall 2003.  Established Master Lease program necessary to outfit Phase I and transition to new campus.
      ii. Phase II Construction Funds ($11,715,000) to build the quality laboratories and classrooms planned for the new campus.  This facility is the "heart" of GSSM's academic programs. (See next page diagram.)
      iii. Furniture, Fixture and Equipment (FFE) funds ($2.5M needed for Phase II, (figure includes early "transition" funds, see 1.a above) to effectively outfit Phase I and Phase II.
      iv. Operating increases to:
         1. Maintain high tech facilities - Fire, Security, HVAC systems 2003-04 (First-year) under warranty, following year (2004-2005) requires funds to cover maintenance contracts.
         2. Increase student body size - staged growth from 128 to max. 300.
         3. Increase faculty size to support increased student body
      v. Hiring new faculty and staff for expansion with adequate lead time
   c. Additional costs in construction, facilities and recruitment momentum due to delay of complete funding of GSSM's new campus (Phase II and FFE requirements).
      i. Construction Inflation estimated at up to 15% per year.
      ii. Lease costs for replacing classrooms and laboratories not available until Phase II is constructed.  Negotiated with Coker College to Lease Chemistry Laboratories Unavailable in Phase I of GSSM's New Campus – un-recovered cost:  $45,000 annually.

2. Misperception that Science/Math/Technology is not a state education priority – that South Carolina's academic and economic future does not rest in providing our state's best with a challenging education.

3. Delay of expansion - with no funds to expand program while moving into new campus facilities, uncertainty impacts prospective and actual admissions applications for both residential and outreach programs.

**Section II – Business Overview -**

1.  Number of Employees:      Full-Time State:        31.00

2.  Operations location(s)

Primary Facilities:  GSSM's partially completed new campus, Phase I – opened August 2003.  GSSM successfully re-located - lock, stock and barrel - from previous all-leased facilities to our new "purpose-built" Campus.

> -Student Support and Office Space
> -Temporary Classrooms
> -Temporary Laboratories (except Chemistry, see below)
> -Dormitory Facilities
> -Dining Facilities

Secondary Facilities:  Leased office Chemistry Laboratories from Coker College and athletic gym/courts not available in Phase I:  $45,000 per year lease.

After years of planning, GSSM successfully completed construction and outfitting of Phase I:  detailing and purchasing all new systems including phone, fiber-optic network, cabling, dining hall equipment, dormitory furniture, trash cans, alarm systems, computerized zoned door locks using magnetic swipe cards, security including camera systems, maintenance, laboratory furniture and equipment, IT, packing and moving…the list goes on.

Future Facilities:  Complete Master Campus Plan by building Phase II ($11,715,000 construction estimate, $2,500,000 for outfitting and technology).  Phase II contains specialized laboratories, classrooms and student activity space.  Timeline for opening Phase II:  30 months after funding is secured.  Expansion of student body cannot occur until Phase II is built.  Student body growth cannot occur until Phase II is built and operational.

The complete master campus (shown in rendering next page) includes both Phase I and Phase II.  Phase II, postponed because of funding delays, includes specialized laboratories and classrooms, plus student activity center.

**South Carolina Governor's School for Science & Mathematics: Master Campus Plan - Phase I & Phase II**

**Phase I: Opened in August 2003**
- ➢ Residential Space for up to 300 Students
- ➢ Dining Facilities
- ➢ Counseling, Student Support Facilities - Temporary Classrooms
- ➢ Faculty and Support Staff Offices

**Phase II: Waiting on Funding…**
- ➢ Academic Center:
  - o Advanced Classrooms
  - o Advanced Laboratories
- ➢ Student Activities Center

#3. Expenditures/appropriations chart

## Base Budget Expenditures and Appropriations

| Major Budget Categories | 02-03 Actual Expenditures | | 03-04 Actual Expenditures | | 04-05 Appropriations Act | |
|---|---|---|---|---|---|---|
| | Total Funds | General Funds | Total Funds | General Funds | Total Funds | General Funds |
| Personal Service | $1,530,929 | $1,453,203 | $1,717,274 | $1,463,774 | $1,632,474 | $1,433,774 |
| Other Operating | $1,758,444 | $1,044,670 | $1,383,672 | $906,672 | 1,682,172 | 880,816 |
| Special Items | $ | $ | $ | $ | $ | $ |
| Permanent Improvements | $10,506,040 | $ | $2,626,808 | $ | $100,000 | $ |
| Case Services | $ | $ | $ | $ | $ | $ |
| Distributions to Subdivisions | $ | $ | $ | $ | $ | $ |
| Fringe Benefits | $427,826 | $391,615 | $415,974 | $399,174 | $418,974 | $394,974 |
| Non-recurring | | $153,000 | $ | $ | $ | $ |
| **Total** | **$14,292,028** | **$3,055,688** | **$6,143,728** | **$2,769,620\*** | **$3,833,620** | **$2,709,564\*** |

*includes $150,000 earmarked & required for new campus FFE/Transition

## Other Expenditures

| Sources of Funds | 02-03 Actual Expenditures | 03-04 Actual Expenditures |
|---|---|---|
| Supplemental Bills | $ | $ |
| Capital Reserve Funds | $ | $ |
| Bonds | $ | $ |

## Interim Budget Reductions

| Total 02-03 Interim Budget Reduction | Total 03-04 Interim Budget Reduction |
|---|---|
| $($247,164) | $(29,000) |

## Section II Continued…Business Overview

### 4. Major Program Areas
### Chart

**Major Program Areas**

| Program Number and Title | Major Program Area Purpose (Brief) | FY 02-03 Budget Expenditures State Base: $3.05M | | FY 03-04 Budget Expenditures State Base: $2.7M | | Key Cross References for Financial Results* |
|---|---|---|---|---|---|---|
| 1 | Academic Instruction | **State:**<br>**Federal:**<br>**Other:**<br>**Total:**<br><br><br>**% of Total Budget:** | 1,405,616.00<br><br>320,000.00<br>1,725,616.00<br><br><br>48% | **State:**<br>**Federal:**<br>**Other:**<br>**Total:**<br><br><br>**% of Total Budget:** | 1,274,025.00<br><br>220,000.00<br>1,494,025.00<br><br><br>47% | EOC Report Card (7.1a, p27) -SAT Average (7.2a p. 31) -Faculty qualifications EOC Report Card (7.1a, p27) |
| 2) | Life In Residence | **State:**<br>**Federal:**<br>**Other:**<br>**Total:**<br><br><br>**% of Total Budget:** | 1,405,616.48<br><br>150,000.00<br>1,555,616.48<br><br><br>44% | **State:**<br>**Federal:**<br>**Other:**<br>**Total:**<br><br><br>**% of Total Budget:** | 1,274,025.00<br><br>200,000.00<br>1,474,025.00<br><br><br>46% | EOC Report Card (7.1a, p27). Major Acheivements p.4-5 Program Demand, p31 |

| Below:  List any programs not included above and show the remainder of expenditures by source of funds. |
|---|
| Statewide Outreach-Academic Advancement, Administrative |

| Remainder of Expenditures: | State:<br>Federal:<br>Other:<br>Total:<br><br>% of Total Budget: | 244,455.00<br>40,000.00<br>246,500.00<br>530,955.00<br><br>8% | State:<br>Federal:<br>Other:<br>Total:<br><br>% of Total Budget: | 166,177.00<br>40,000.00<br>246,500.00<br>452,677.00<br><br>6% | EOC report Card EOC Report Card (7.1a, p27. Funding obtained for transition/master lease necessary to outfit campus.  -Systems specified, procured and operational. (7.2.e, p34) |
|---|---|---|---|---|---|

*  Key Cross-References are a link to the Category 7 - Business Results.  These References provide a Chart number that is included in the 7th section of this document.

5.    Key Customers

| "CUSTOMER" | "PRODUCT" CONSUMED | KEY NEEDS | METRICS |
|---|---|---|---|
| Residential Students, Grades 11-12 | Advanced coursework, Full-immersion residential program | Advanced curriculum, Flexible offerings, College preparation, Faculty w. adv. degrees | College admissions, Adv. placement, Scholarship offers, Subject mastery |
| Middle & High School Students (7th grade, 9/10 & 11/12) | GearUP Saturday Academies -Summer Science Program -Summer Program for Research Interns (Mentored Research) | Advanced curriculum, broad-based offerings, capable and flexible instructors, | Number of students, number of schools served, number of disadvantaged schools served |
| Parents | Students' education and character development, Student safety and well-being | Adv. Curriculum, Student Community service, security | College placement, scholarship offers, safety/security metrics |
| South Carolina Science and Math teachers | Non-standard certification, Recertification, content development | Advanced course content, certified courses, instruction assistance | Number of teachers supported/served |
| South Carolina school principals and superintendents | DL courses, teacher Recertification | Reduced cost, alleviate teacher shortage | Cost per student served, course offerings |
| South Carolina colleges and universities | Advanced students | Highly prepared, able and motivated students | Attendance in SC col. and univ. |
| SC business community | Advanced college grads | In-state grads | Graduates employed in state |
| SC general public | Advanced college grads | Hi-tech industry for jobs | Quality of life |

6.    Key Stakeholders:
    i.   S.C. Schools and School Districts provide students, teachers, partnerships and support.
    ii.  S.C. Universities provide GSSM with instructors, mentors, and other resources.
    iii. Coker College:  Provides majority of leased facilities (Chemistry Labs, Athletic fields/courts, Gymnasium)
    iv.  S.C. parents provide students and form a key partnership for success
    v.   State Engineer's office provides expertise for capital construction
    vi.  State offices available to us and other state agencies, e.g. State Budget and Control Board for management support (procurement, capital projects), State Department of Education for personnel/finance administration, etc.

7. Key Suppliers (viewed also as partners & stakeholders)

   1) S.C. Schools and School Districts provide students, teachers, partnerships and support.
   2) S.C. Universities provide GSSM with instructors, mentors, and other resources.
   3) Coker College:  Provides majority of leased facilities (Chemistry Labs, Athletic fields/courts, Gymnasium)
   4) S.C. parents provide students and form a key partnership for success
   5) State Engineer's office provides expertise for capital construction
   6) State offices available to us and other state agencies, e.g. State Budget and Control Board for management support (procurement, capital projects), State Department of Education for personnel/finance administration, etc.

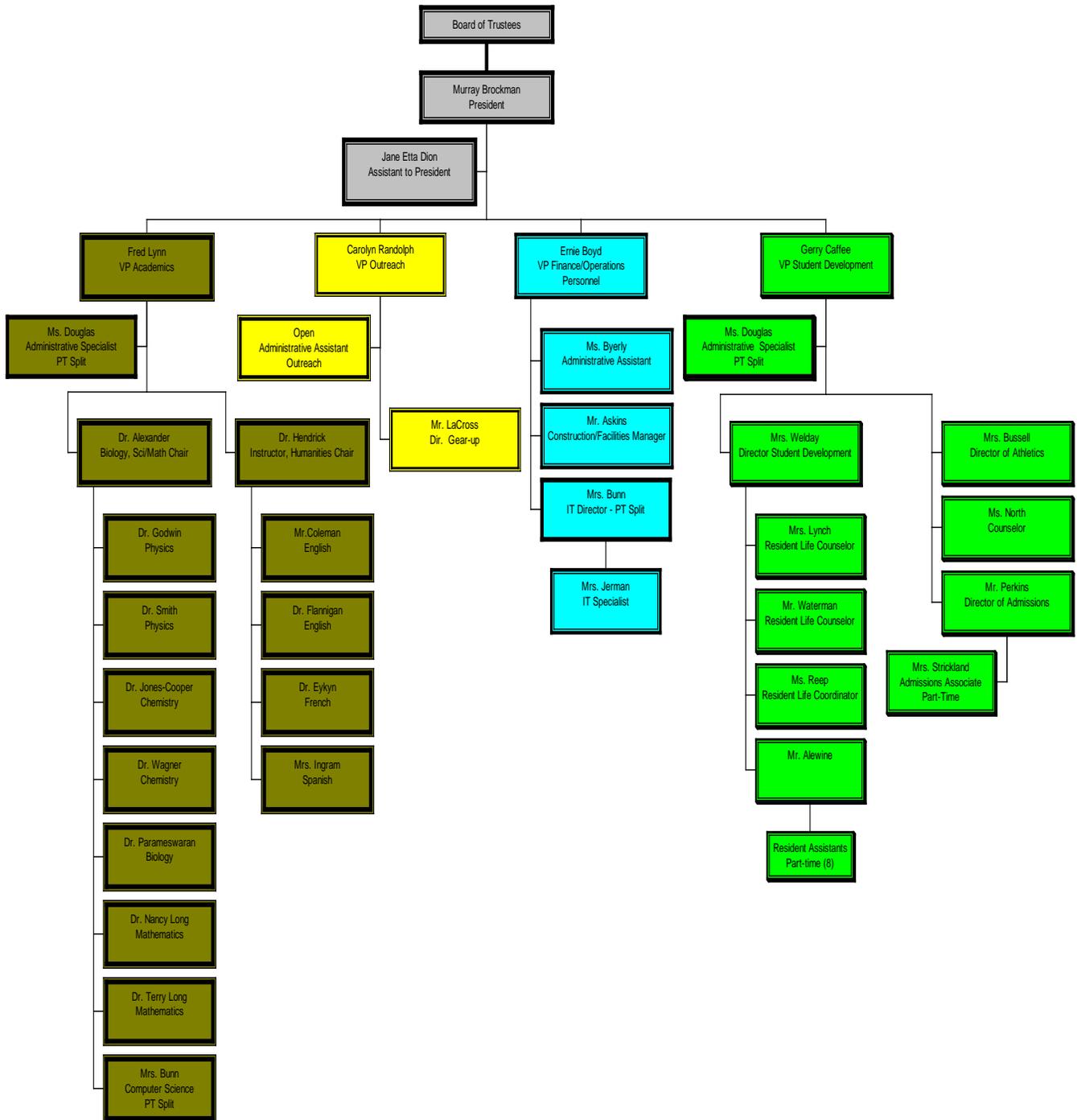8.   Description of major products and services

Provide advanced and challenging academic courses and experiences, with an emphasis on science, mathematics and technology, to students and teachers in South Carolina.  GSSM features two distinct, yet complimentary, program areas:  a full-time Residential Program for 11th and 12th graders and statewide Outreach Programs from elementary through high school.

9.   Organizational Structure

GSSM utilizes a "tiered" organization structure, but with open communication between all levels.  (See attached organizational chart.  Our governing Board of Trustees, with a President and five vice-presidents addressing primary functional areas lead GSSM's structure.  Resource responsibility and authority (both personnel and financial) is placed in the hands of those closest to working with our key customers.

Externally, GSSM uses a "partnership" model; designing and building programs based on identified needs and shared resources.

# S.C. Governor's School for Science & Mathematics - January 2003

**Board of Trustees**

**Murray Brockman**
President

**Jane Etta Dion**
Assistant to President

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**Fred Lynn**
VP Academics

**Carolyn Randolph**
VP Outreach

**Ernie Boyd**
VP Finance/Operations
Personnel

**Gerry Caffee**
VP Student Development

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**Ms. Douglas**
Administrative Specialist
PT Split

**Open**
Administrative Assistant
Outreach

**Ms. Byerly**
Administrative Assistant

**Ms. Douglas**
Administrative Specialist
PT Split

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**Dr. Alexander**
Biology, Sci/Math Chair

**Dr. Hendrick**
Instructor, Humanities Chair

**Mr. LaCross**
Dir. Gear-up

**Mr. Askins**
Construction/Facilities Manager

**Mrs. Welday**
Director Student Development

**Mrs. Bussell**
Director of Athletics

---

**Dr. Godwin**
Physics

**Mr. Coleman**
English

**Mrs. Bunn**
IT Director - PT Split

**Mrs. Lynch**
Resident Life Counselor

**Ms. North**
Counselor

---

**Dr. Smith**
Physics

**Dr. Flannigan**
English

**Mrs. Jerman**
IT Specialist

**Mr. Waterman**
Resident Life Counselor

**Mr. Perkins**
Director of Admissions

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**Dr. Jones-Cooper**
Chemistry

**Dr. Eykyn**
French

**Ms. Reep**
Resident Life Coordinator

**Mrs. Strickland**
Admissions Associate
Part-Time

---

**Dr. Wagner**
Chemistry

**Mrs. Ingram**
Spanish

**Mr. Alewine**

---

**Dr. Parameswaran**
Biology

**Resident Assistants**
Part-time (8)

---

**Dr. Nancy Long**
Mathematics

---

**Dr. Terry Long**
Mathematics

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**Mrs. Bunn**
Computer Science
PT Split

**Section III – Elements of Malcolm Baldridge Award Criteria**

Category 1 – Leadership, communication…
1. How do senior leaders set, deploy and communicate:
   a) Short and long term direction?

GSSM takes advantage of the small size of the organization to involve all members of faculty and staff in setting long and short-term direction. The Board of Trustees and key customers, including students and parents, are also critical components of the decision-making process.

Faculty and staff are consulted monthly via a "President's Report". Top administrators participate in an annual strategic planning effort. The Board receives regular updates in writing, and Board subcommittees take an active role in review and setting direction for specific areas of school administration, including Facilities, Personnel, Organizational Enhancement, and Distance Learning. Parents are consulted through GSSM's Parents Advisory Council (PAC). The PAC provides regular updates on school issues, accomplishments, and changes. Students participate in direction-setting via monthly Student Council meetings. The Chair of the Student Council meets regularly with the President. All parents and legislators receive the annual School Report Card, which indicates strategic direction as well as reports results.

   b) Performance expectations

GSSM uses both the state Employee Performance Management System (EPMS) and a specialized faculty evaluation instrument. In addition, specific expectations are set with teaching faculty regarding student achievement via one-on-one discussions with the Academic Vice President.

   c) Organizational Values

Values are communicated by our Vision and Mission statements, which are reviewed annually. In addition, faculty, staff and students regularly meet in a context where values can be openly discussed.

   d) Empowerment and Innovation

Because of the small size of the agency, the President and all senior administrators maintain an open door policy, encouraging the free flow of ideas and empowering all staff and students to implement ideas with minimal barriers and appropriate oversight.

   e) Organizational and employee learning

All faculty members belong to at least one professional organization, and several are or have been officers of national organizations. All faculty members undertake professional development annually. Staff personnel receive training whenever new programs or technology are implemented.

f) Ethical behavior

Faculty, staff, and students participate in annual reviews of the Student Handbook.  Faculty and students participate in the Honor Council.  Faculty and staff participate in the Judicial Council. Awareness and instruction into "ethics" was made a focal point for all of GSSM, with required summer reading of the book *How Good People Make Tough Choices* leading to incorporation into activities and school seminars.

Leadership 2. How do senior leaders establish and promote a focus on customers?

Gauging satisfaction for customers involves demand for GSSM programs and achievements during their participation.  Examples include scholarships offered, continued academic participation and success measurements.  For teachers, development of and participation in programs, and use of improved skills and knowledge in the classroom to enhance student achievement measure satisfaction.

Leadership 3. How do senior leaders maintain fiscal, legal and regulatory accountability?

GSSM leadership maintains fiscal, legal and regulatory accountability through a series of authorization chains, reviews and balances.  These include:
- Oversight and advice from an active Board of Trustees
- Annual audit through State Department of Education (SDE) which serves as GSSM's fiscal agent (payroll, purchasing, personnel, benefits, state chart of accounts).
- Ongoing authorization, reporting protocols and review from supervisory agencies including:
  - -State Engineer's Office (New Campus Planning & construction)
  - -SDE's School Planning and Construction (New Campus Planning/construction)
  - -State and local Fire Marshall's and safety inspection
  - -BCB Materials Management (Procurement, bids, contracts)
  - -BCB Capital Projects (Permanent Improvements, Bond)
  - -BCB Budget Office  (Reports, Legislative Allocations)
  - -State Treasurer's Office (Master Lease Program)
  - Hiring legal support on an "as-needed" basis
  - Internal priority identification and requisition systems.
  - Weekly review of priorities, actions and results

Leadership 4.  What key performance measures do your senior leaders regularly review?

Performance metrics are listed in section 7 and include application information, test results and participation results.

Leadership 5. How do senior leaders use organizational performance review findings and employee feedback to improve their own leadership effectiveness and the effectiveness of management throughout the organization?

The small size of the agency permits regular informal and formal feedback at and around all levels of the organization.  Students fill out feedback forms at the end of each semester, and classes are regularly audited.

Leadership 6.  How does the organization address the current and potential impact of its products, programs, services, facilities, and operations, including associated risks?

We survey parents and students annually and track alumni.

Leadership 7.  How does senior leadership set and communicate key organizational priorities for improvement?  Includes weekly and monthly scheduled meetings, plus formal and informal planning process which involves all areas of institution.  Priorities for improvement are part of short-range direction included in 1.1.a) above.

Leadership 8.   How does senior leadership and the agency actively support and strengthen the community?

Senior staff are all members of key civic organizations and regularly interact with local elected officials.  Staff and faculty are encouraged and serve on community committees serving local non-profits and economic development areas.  Students must each provide 83 hours of work service annually, of which about 25% is outside the school in the community.

## Category 2 – Strategic Planning

Strategic Planning at GSSM is an on-going process with formal committee structures created within and between divisions (and Boards) and informal discussions and recommendations solicited and welcomed at any time. Formal review and planning sessions are scheduled at the beginning and end of each school year.

**Strategic Planning**

| Program Number and Title | Supported Agency Strategic Planning Goal/Objective | Related FY 03-04 Key Agency Action Plan/Initiative(s) | Key Cross References for Performance Measures* |
|---|---|---|---|
| 1) Academic /Instruction | Maintain Excellence - Transition to New Campus | Faculty/Student Ratio, Highly Qualified Teachers, Test Score Results, AP Test Results, SAT Averages | EOC Report Card (7.1a, p27)  -SAT Average (7.2a p. 31) -Faculty qualifications  EOC Report Card (7.1a, p27) |
| 2) Life in Residence | Maintain Excellence:  including quality of College applications and acceptances, Transition to New Campus, support social learning and adjustments, support ethics and good citizenship | -Conduct College application process - Institute nursing services on New Campus -Conduct Life & Leisure   - | In-state College Attendance by Graduates, (7.1a, p307.)   -Program Demand (application range), (7.2b, p. 32)   -EOC report Card Data and metrics EOC Report Card (7.1a, p27) |
| 3) Statewide Outreach - Academic Advancement | Provide Advanced Science Opportunities for 7th, 8th, 9th, 10th, 11th and 12 graders. Support Professional Development for teachers. Transition to new campus | -Continue GearUp academies for hundreds of low-income 7th graders throughout South Carolina.  -Conduct Summer Science Program for 9th & 10th graders at GSSM's New Campus.  Continue acclaimed SPRI advanced mentored research program for rising 12th graders. Conduct at new campus professional development workshops in advanced digital instruction for teachers. | SSP Attendance (7.2b,  p. 32)   -SPRI Mentor Partners, (7.2a. p 32) GearUp Participation (7.2c p. 33) |
| 4) Administrative | Build, Outfit & Occupy partially complete New GSSM Campus. Complete Unfinished Master Campus Plan – obtain funds, build Phase II (Academic Center & Student Activity Center). | -Obtain funds for Transition/FFE requirements   -Define System Specifications, prepare orders, procure, install and operate all systems.   -Design moving plans and implement.  Manage budget reductions and maintain quality in core programs. | EOC report Card EOC Report Card (7.1a, p27. Funding obtained for transition/master lease necessary to outfit campus.   -Systems specified, procured and operational.  (7.2.e, p34) |

1. What is your Strategic Planning process, including KEY participants, and how does it account for:

   a.  Customer needs and expectations – Identification (parents, students, teachers, educational partners, prospective candidates for programs), data gathering and review (interviews, surveys, and review of metric benchmarks including applications, test scores, scholarship awards and growth into further advanced educational settings).

   b.  Financial, regulatory, societal and other potential risks:  GSSM conducts comparative analysis of similar institutions on a regular and ongoing basis.

   c.  Human resource capabilities and needs.  GSSM conducts formal and informal comparative analysis of similar institutions on a regular and ongoing basis.

   d.  Operational capabilities and needs.  GSSM conducts formal and informal comparative analysis of similar institutions on a regular and ongoing basis and weekly reviews short term results and needs.  Consult with other agencies and supervisory agencies regularly.

   e.  Supplier/contractor/partner capabilities and needs.  GSSM collects and reviews feedback from suppliers and partners on quality of current and potential for future programs.

2. What are your key strategic objectives? (Address in Strategic Planning Chart).  See section 1C, Category 3 below and Strategic Planning Chart.

3. How do you develop and track action plans that address your key strategic objectives? Note:  Include how you allocate resources to ensure accomplishment of your action plans.  GSSM develops priorities on an ongoing basis with regular internal meetings and a formal process with our Board of Trustees.  Metrics are identified, tracked and reviewed.  See EOC Report Card.

4. What are your key action plans/initiatives? See section 1C and Strategic Planning Chart.

5. How do you communicate and deploy your strategic objectives, action plans and performance measures?

   Through Board reports, monthly reports to all Faculty/Staff and administrative reports such as the State Budget Request, State Activity Inventory and this report.

**Category 3 – Customer Focus**

GSSM key "customers" are the students and teachers of South Carolina – and our partners in education and industry.  GSSM concentrates on "raising the bar" of academic achievement:  challenging and motivating students to take advanced courses and put in the hard work necessary to successfully complete the curriculum.  There is no grade inflation, but merit based on achievement.  We believe South Carolina's future economic prosperity requires students well versed in science and mathematics supported by an excellent foundation in the humanities.  These are the courses necessary for entry and success into higher education, as a prerequisite for professional success. GSSM is a leader in both setting achievement standards and integrating "education standards" into modules for students and teachers.

1. How do you determine who your customers are and what their key requirements are?  Our mission directs us toward defining specific customer groups.  Ongoing communication, formal and informal, with stakeholders, educational partners and current participants identifies key requirements.

2. How do you keep your listening and learning methods current with changing customer/business needs?  Ongoing communication, formal and informal, with stakeholders, educational partners and current participants informs our methods.  Our change to email communication with Parents is one example – both an internal, technological and societal change.

3. How do you use information from customers/stakeholders to keep services or programs relevant and provide for continuous improvement?  Weekly and monthly formal reviews, plus ongoing planning.

4. How do you measure customer/stakeholder satisfaction?   Personal conversations, surveys, test scores, graduation rates, scholarships offered and accepted, applications, drop-out rates are all included.   Please see EOC School Report Card for additional categories.

**Category 4 – Measurement, Analysis and Knowledge Management**

1.      How do you decide which operations, processes and systems to measure?

The decision on which operations, processes and systems to measure comes from internal and external review and recommendations.  Internally, GSSM tracks student achievement on many levels including scholarships earned and recruitment by colleges and universities.  Externally, GSSM works with educational organizations setting "report card" standards and other criteria.

2. What are your key measures:  These include:  test scores, graduation rates, scholarships offered and accepted, applications, drop-out rates, faculty retention and turnover.  Please see Section 7 of this report for a comprehensive list.

3.      How do you ensure data quality, reliability, completeness and availability for decision-making?

GSSM reviews and assesses the validity of both data collection devices (standardized tests, internal tests) and the results based on comparisons with other states and comparative measurements (such as classwork, class test results vs. standardized tests, etc.).

4.      How do you use data/information analysis to provide effective support for decision-making?

In addition to the required statewide reporting under educational accountability (report cards), GSSM uses an internal data collection form, our GSSM by-the-numbers to both identify possible measurements and to collect the data.  GSSM also collects and compares data with similar specialized residential high schools in other states.

5.	How do you select and use comparative data and information?

Internal discussions on the type, source, and applicability of data lead to selection, rejection or process to collect additional data or change methodology of collection.

Budget decisions are based on directing appropriate resources to priority areas.


6.	How do you manage organization knowledge?
GSSM at formal weekly, monthly and annual meetings share relevant issues, data, results and plans between departments.  This includes sharing comprehensive Board reports between functional areas with each administrative director.


## Category 5 – Human Resource Focus

1.  How do you and your managers/supervisors encourage and motivate employees (formally and/or informally) to develop and utilize their full potential?

GSSM implements a collegial process of high expectations for employees, bolstered by on-going communications both formal (assigned committees on topics, evaluations) and informal meetings.


2.  How do you identify and address key developmental and training needs, including job skills training, performance excellence training, diversity training, management/leadership development, new employee orientation and safety training?

GSSM supports continuing education for employees and has implemented a budget line-item for Professional Staff Training and Development.  This line item has been reduced significantly due to mid-year state budget reductions.

GSSM is proud to have been honored by the State Human Affair's Commission for consistently high goal achievement  (97% of goals met or exceeded in 2003-2004).

3.  How does your employee performance management system, including feedback to and from employees, support high performance?

GSSM utilizes EPMS and internal teacher evaluation systems to formalize communications and both identify priority work issues and also clarify results and expectations.


4.	What formal and/or informal assessment methods and measures do you use to determine employee well being, satisfaction and motivation?

Being a small agency with open lines of communication, GSSM staff is in constant communication with one another, so problems are quickly identified.  Formally, we also use EPMS and our teacher evaluation system, plus turnover rates, which have been low, compared to similar schools by position.

5.      How do you maintain a safe and healthy work environment?

Constant communication and formal reviews are conducted as required.  GSSM has a faculty member designated as science safety officer.

6.      What is the extent of your involvement in the community?

GSSM provides and manages student work service throughout the Hartsville community.  In addition, staff is active in charity, church and service organizations.  Formally, GSSM works with local schools including a community-service tutoring program for local Elementary Schools using GSSM students as mentors/tutors. GSSM is active in local government (both city and county) and economic development initiatives (local and statewide).

**Category 6 – Process Management**

1.      What are your key support processes that produce, create or add value for your customers and your organization and how do they contribute to success?

GSSM focuses on providing highly qualified instructors the time, materials and support they need to spend time teaching motivated and qualified students.  Academic achievement results and is the key to success.

A line item has been created for "professional development" and our teachers and staff will apply these funds to support Gifted and Talented research.  Our focus on the  "wellness model" for student support services – a comprehensive approach to allocate departmental and institutional resources - was developed through our strategic planning processes.  The same holds true for middle school initiatives and our research and development of new campus plans for GSSM and what resources are needed to properly serve the students and teachers throughout South Carolina.

GSSM's state budget requests and private fund-raising activities are based on strategic goals, measurement of current programs and customer demand.

2.   How do you incorporate organizational knowledge, new technology…into process design and delivery?

Informal and formal (committee) communications processes are another key support process.  In addition to EOC report card information, GSSM uses an internal "GSSM by-the-numbers" document to capture date pertaining to programs.  Data is collected and analyzed annually, as part of our accountability report process.

Strategic planning, as discussed above, results in GSSM focusing programmatic dollars and time (personnel) resources to accomplish specific results.

The nature of our product is the inherent human trait of students and teachers to want to know more about the world around them, and develop this natural inquisitiveness into academic and scientific rigor. Our products and services, from classroom to residential, outreach to expectations, are designed to encourage disciplined exploration and discovery, while incorporating skills of communications and citizenship. This creates a learning community, which challenges individuals but rewards participation and results.

The "process" is based on teaming an "expert" with content knowledge and communication expertise in a specific area (discipline) with students in an environment where expectations are high. Technology is sought to enhance communication, feedback, streamline repetitive tasks and offer alternative learning methods. Novel advances in technology are themselves subject to inclusion in the curriculum and are regularly sought out by faculty members in consultation with our industry and university partners.

3.      How does your day-to-day operations of key production/delivery processes ensure meeting key performance requirements?

Daily interaction allows review of short and long-term goal accomplishment (or delays).
We keep class and dormitory attendance rolls and quickly follow-up any absences by students.

4. What are your key support processes? Unique to GSSM is the highly specialized knowledge of a scientist-instructor being conveyed to a motivated student by ensuring ample quality time for instruction. For example, GSSM has lab periods of several hours regularly scheduled as necessary to complete advanced experiments.
Support processes emphasize such interaction where learning occurs by eliminating extraneous and burdensome activities which detract from quality time spent teaching. For example, streamlined purchasing request processes and ongoing prioritization of needs.

5.    How do your manage and support your key supplier/contractor/partner interactions and processes to improve performance?

Weekly, sometimes daily, meetings are held with key suppliers (Coker College) and partners (receiving school sites, partner agencies).  Annual reviews are conducted.

**Category 7 – Business Results**

1. What are your performance levels and trends for the key measures of customer satisfaction?

**Two sides of One Coin:  GSSM's Residential and Statewide Outreach/Academic Advancement**

GSSM designs and operates all programs to support one another and offer "steps" of greater involvement and learning appropriate to the individual student or organization.  All staff and faculty at GSSM participate in and support both the residential and outreach programs of the school.

It is difficult to differentiate our "residential" program from Statewide Outreach & Academic Enrichment when acceptance as a residential student is a source of pride and feedback to the home school the student originally attended.  The availability of GSSM programs encourages students, teachers and schools to participate in and develop challenging courses.

The GSSM residential program, for report purposes, can be subdivided into two equally supportive branches:  Academic and Life in Residence.  Both areas are critical to success at GSSM and are therefore interdependent.

**Key Performance Measurements:**

A primary measure of GSSM customer satisfaction is reflected in the school's third Report Card rating =
**EXCELLENT**        PERFORMANCE LEVEL
**EXCELLENT**        IMPROVEMENT RATE

This measurement captures a wide-range of data and comparatives and was designed in conjunction with the Education Oversight Committee.  The 2003-2004 report card listed on the next two pages is a final draft but minor changes may be made prior to its official release

## SOUTH CAROLINA GOVERNOR'S SCHOOL FOR SCIENCE AND MATHEMATICS

401 Railroad Avenue
Hartsville, SC  29550

| | | |
|---|---|---|
| **GRADES** | 11 – 12 | |
| **ENROLLMENT** | 127 students | |
| **PRESIDENT** | Dr. Murray W. Brockman | 843-383-3900 |
| **BOARD CHAIRMAN** | Dr. Raymond S. Greenberg | 843-792-2211 |

# THE STATE OF SOUTH CAROLINA

**Annual School** Report Card          **2004**

**ABSOLUTE RATING:**                              EXCELLENT

The school's performance substantially exceeded the standards for progress toward the 2010 SC Performance Goal.

**IMPROVEMENT RATING:**                              EXCELLENT

The school's improvement rating was excellent despite absolute ratings of excellent for two subsequent years, because the improvement index for all students was a positive number.

**ADEQUATE YEARLY PROGRESS:**                              YES

This school made adequate yearly progress.

**SOUTH CAROLINA PERFORMANCE GOAL**

By 2010, South Carolina'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.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**
**WWW.MYSCSCHOOLS.COM**

**WWW.SCEOC.ORG**

# THE STATE OF SOUTH CAROLINA GOVERNOR'S SCHOOL FOR SCIENCE AND MATHEMATICS

## PERFORMANCE TRENDS OVER 4-YEAR PERIOD

|      | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
| ---- | --------------- | ------------------ | ------------------------ |
| 2001 | Excellent       | NA                 | N/A                      |
| 2002 | Excellent       | Excellent          | N/A                      |
| 2003 | Excellent       | Excellent          | N/A                      |
| 2004 | Excellent       | Excellent          | N/A                      |

| PERFORMANCE | Data |
| --- | --- |
| Advanced placement (AP) Pass Rate | 88.4% |
| Graduates' College Freshman GPA (In-state Colleges) | 3.52 |
| SAT Average (High Verbal/High Math) | 1376 |

### AP Test Score Distribution

| Score | 5 | 4 | 3 | 2 | 1 | Total |
| --- | --- | --- | --- | --- | --- | --- |
| # of students (%) | | 67(24%) | 110(40%) | 68(25%) | 29(10%) 3(1%) | 277(100%) |

### College Freshman GPA

| GPA | 3.5-4.0 | 3.3-3.5 | 3.1-3.3 | 2.9-3.1 | <2.9 | Total |
| --- | --- | --- | --- | --- | --- | --- |
| # of Students (%) | | 15(52%) | 4(14%) | 5(17%) 0(0%) | 5(17%) | 29(100%) |

### SAT Scores

|            | Middle 50% |     | Range |     |
| ---------- | ---------- | --- | ----- | --- |
| SAT Verbal | 640        | 740 | 540   | 800 |
| SAT Math   | 650        | 730 | 580   | 800 |

**A Special Note on Performance**

Every student at Governor's School completes a research course requirement that is a distinctive learning and maturing experience. Senior research begins with at least six full weeks of research in the summer following the junior year. Most of the students conduct their research at university or industrial research facilities under the mentorship of professional scientists or engineers. Students work with their research mentors and Governor's School advisors during the senior year to compile and analyze their research findings, prepare formal research papers, and present their work at a school-sponsored colloquium and at the SC Junior Academy of Science annual meeting.

## INDICATORS OF SCHOOL PERFORMANCE

| | | Our School | Change from Last Year |
|---|---|---|---|
| **STUDENTS (n=127)** | | | |
| ❖ | Retention rate | 0 | Same |
| ❖ | Attendance rate | 99.1% | Up from 98.4% |
| ❖ | With disabilities other than speech | 0 | Same |
| ❖ | Older than usual for grade | 0 | Same |
| ❖ | Suspended or expelled | N/A | Same |
| ❖ | Annual dropout rate | N/A | Same |
| ❖ | Students in residence | 127 | Same |
| ❖ | National Achievement Semifinalists/Finalists | 38% | Up from 29%/29% |
| ❖ | Seniors Completing Science Research Project | 100% | Same |
| ❖ | Community Service-hr./student | 83 | Same |
| ❖ | Graduating attending college | 100% | Same |
| ❖ | Seniors eligible for LIFE Scholarship | 100% | Up from 98.3% |
| ❖ | Total scholarship offered | $7,517,548 | Up fr $6,204,981 |
| ❖ | Number of seniors | 58 | Same |
| ❖ | National Merit Semifinalists/Finalists | 20%/20% | Down from 27%/27% |
| **TEACHERS (n=14 )** | | | |
| ❖ | Teachers with advanced degrees | 100% | Same |
| ❖ | Highly qualified teachers | | |
| ❖ | Teachers returning from previous year | 93% | Up from 86% |
| ❖ | Teacher attendance rate | 98.4% | Up from 98.2% |
| ❖ | Average salary | $52,835 | Up from $50,868 |
| ❖ | Professional development days per teacher | 6 | Same |
| ❖ | Teachers with Doctorates | 79% | Same |
| ❖ | Years teaching experience-middle 50% | 14 to 30 | Up from 10 to 29 |
| **SCHOOL** | | | |
| ❖ | President's years at the school | 3 | Up from 2 |
| ❖ | Student-teacher ratio | 10 to 1 | Same |
| ❖ | Prime instructional time | 97.3% | Down from 98.3% |
| ❖ | Dollars spent per pupil | $11,920[a] | N/A[b] |
| ❖ | Percent spent on teacher salaries | 33.4% | Down from 34.8% |
| ❖ | Opportunities in the arts | NA | Same |
| ❖ | Parents attending conferences | 49.2% | Down from 58.6% |
| ❖ | SACS accreditation | N/A | N/A |
| ❖ | University/Industrial Partners in Research Mentor Program | 14 | Down from 23 |
| ❖ | Mentors in Research Program | 62 | Down from 74 |
| ❖ | Student clubs and organizations | 34 | Up from 31 |
| ❖ | Students active in clubs/organizations | 100% | Same |
| ❖ | Varsity sports teams | 9 | Same |
| ❖ | Students participating in varsity sports | 73% | Up from 71% |
| ❖ | Students returning to home high school | 6.2% | Down from 8.5% |
| Outreach to other schools: | | | |
| ❖ | High school units by Distance Learning | 0 | Down from 62 |
| ❖ | High schools participating in Distance Learning | 0 | Down from 14 |
| ❖ | Middle school students in Saturday Academies | 461 | Down from 532 |
| ❖ | Students in Summer Science Program (SSP) | 245 | Down from 324 |
| ❖ | University Partners in SSP | 11 | Down from 12 |
| ❖ | 6 week  summer research positions for other HS | 17 | Down from 26 |

[a] Costs for academic program including summer research, but not residential life.

[b] N/A  due to change in method of computation beginning with the 2003-2004 year.

**Abbreviations for Missing Data**

| **N/A** Not Applicable | **N/C** Not Collected | **N/R** Not Reported | **I/S** Insufficient Sample |
|---|---|---|---|

### DEFINITIONS OF SCHOOL RATING TERMS

*Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal.*
*Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal.*
*Average – School performance meets the standards for progress toward the 2010 SC Performance Goal.*
*Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal.*
*Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal.*

### DEFINITIONS OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.

## . Report Card's Narrative Report - Summer 2004

| Murray W. Brockman | Governor's School for Science and Mathematic | 9/01/04 |
|---|---|---|
| Principal's Name | School | Date |

Founded in 1988, GSSM enters a new era this year, as we have occupied our new campus in Hartsville. Our core mission is unchanged: to provide the formative stage in the education of scientifically astute and ethically aware leaders for the expanding knowledge-based economy. Although not yet completed, the new campus gives us a renewed sense of identity as the beacon of educational excellence we are charged to be.

GSSM continues to perform at the highest levels in both our Residential and Outreach programs, with minor annual variations, reflecting our determination to deal proactively with the budget constraints forced by state revenue shortfalls. Our curriculum is second to none in the state in its scope, depth and challenge, not only in science and math, but also in the humanities. The significant achievements of the students in residence in Hartsville (1376 average SAT, highest in the state; $7.5 million in scholarship offers to seniors; the average student completes four Advanced Placement tests, with an 88% pass rate; 100% of seniors completed a research project at a state university or industrial lab) are buttressed by formal study of ethical issues in science, business and public service through coursework and seminars by prominent state leaders.

Appropriate emphasis on extracurricular activities for all students (73% participated in varsity sports) continues to build strong school spirit. The soccer and tennis teams advanced to the state Division I-A playoffs, and the Chess Club has won the state championship eight times in the past twelve years.

GSSM's Outreach is charged with sharing exemplary programs statewide to improve science achievement. Team GEAR UP provided standards-based science instruction for disadvantaged middle schoolers across the state, and our Summer Science Program encouraged 9$^{th}$ and 10$^{th}$ graders to explore "real" science, math and computer science. Our Distance Learning program fell victim to state budget cuts, depriving students statewide of this access to advanced courses.

The move to the new campus provides a highly visible affirmation of South Carolina's commitment to excellence in education. When funds permit, we will complete the campus and enter a new phase of growth, doubling our enrollment and revamping our curriculum in advanced technology.

While state revenue shortfalls and resulting budget cuts continue to create significant difficulties, GSSM is meeting its mission of excellence.

Murray W. Brockman, President

2.   What are your performance levels and trends for the key measures of mission accomplishment?

In addition to the above Report Card information, several breakout areas reflect GSSM performance:

**Academic Residential School:**

Quality of Academic Program:     •Average SAT score for class of 2003 = **1376.**  Trend over time – consistent (2002=1359).  (Benchmark Comparison:  State HS Average, Higher Education Freshman SAT averages.)

Program Demand:     •Qualified applicants continue to outnumber openings in the range of **3** applications for every **1** opening.

GSSM Graduates Attending In-State/Out-of-State Colleges & Universities.  GSSM encourages students to attend in-state universities by promoting campus visits, conducting visits to in-state major educational institutions and inviting/encouraging seminars, classes and courses taught by in-state university faculty members.  We are encouraged by the efforts in-state schools are making to recruit our graduates.  Trend over time - about 50/50, some fluctuations.

| Year | In-State% | Out-of-State%:  Benchmark:  exceeds similar school's in-state rate. |
|---|---|---|
| **2003-2004** | **51%** | **49%** |
| 2002-2003 | 50% | 50% |
| 2001-2002 | 63% | 37% |
| 2000-2001 | 50 | 50 |
| 1999-2000 | 39 | 61 |
| 1998-99 | 55 | 45 |
| 1997-98 | 55 | 45 |
| 1996-97 | 41 | 59 |
| 1995-96 | 47 | 53 |

**Performance Indicators Outreach**:  Research Intern Program (Mentored Research)

•Demand By Students:  Over 100 student (non-GSSM) inquiries, with 47 applications for the 17 available summer placements.  Trend over time - fluctuates, dependent on funding availability for both recruitment and # of positions available.

•Quality: Academic Honors:   At both the S.C. Junior Academy of Science Annual Conference and professional national conferences such as the American Association of Chemical Engineers, participants in Mentored Research Program continue to win honors and recognition for their research - including publication in professional journals. Trend over time - growing recognition.  (Benchmark comparison: Off-the-scale at this level of involvement - we're still searching for a comparison.)

•Number of Participants - 79.  Trend over time – fluctuates, lower as funding is reduced.  Previous years' placement ranges of 80 to 105.  Placements will contract if additional budget reductions are made, increase as additional funding and contributors come on-line.

•Mentor Partners:  Eighty-three scientists from S.C. higher education and industry participated this year, at 31 sites.  A milestone was reached this year as both Clemson and USC "formalized" providing mentors, student housing and university credit for participants.  Statewide, GSSM has identified 276 Ph.D. scientists at over 50 sites available to mentor at this high level.  Business partners include DuPont, Michelin, Roche Carolina, Westvaco, and Sonoco.  Trend over time - growing, participation depends largely on student scholarship availability.  (Benchmark comparison:  Higher Education's Performance Indicators IV B and VIII C.)

**Performance Indicators Outreach:  Summer Science Program:**

Attendance:    245 9th and 10th graders..  Trend over time:  Variable 220 to 300 maximum.

•Number of SSP Sections Offered - 27.  Trend over time – consistent.

•Number of S.C. Higher Education Partners, offering Ph.D. instructors:  26.  Trend over time - consistent.

•Grants/In-Kind.  Value of donated time of Ph.D. instructors estimated at over $60,000  (2002 = $52,000).  Trend:  growing slightly each year as current facility schedule is now "maxed" out. $18,500 Junior Scholar and $13,500 Gear-up scholarship grants awarded.  Trend over time – variable as grant sources experience declining budgets – future increases possible.

**Program Name:  GEAR UP: Gaining Early Awareness for Undergraduate Programs.**
A partnership of Higher Education (CHE), GSSM, Businesses (Chamber), SDE, ETV and Schools

Program Objectives:     Involve up to 400 low-income middle school students annually throughout South Carolina to provide skills and encouragement so they will continue their education through college.

- Deliver hands-on science, math and technology instructional modules.
- GSSM Students mentor and teach 7th graders
- Conduct Saturday Academies for participants on GSSM campus and other educational sites around state.  Ten of the twelve Saturday academies were held on the GSSM campus.
- Number of GearUP 7th grade participants studying at GSSM:  Trend:  consistent.

-Scholarships for Gear-up Student to attend GSSM's Summer Science Program:

**Support Services and Administration Performance Indicators:**

**Maintain Quality of Program:  See Program area Indicators including:**
- •Faculty Qualifications:  Maintain minimum Masters with over half of faculty having terminal degrees.
- •Demand for Participation in GSSM Programs
- •Manage budget reductions while maintaining programs and quality.

•New Campus Development:  **Construction is complete and on-time for Phase I of GSSM's new campus – opened in August of 2003**.  State funding of $20,000,000 for Phase I design & construction of new campus has been obtained.  An additional $14.2M (estimated) is required to complete construction and outfit Phase II (which includes Academic/Science Center).  Once the Master Campus is complete, expanding the student body (beginning in 2007?) will require operational increases for faculty/staff and student support.

Due to funding being postponed for Phase II, GSSM is working to only open Phase I in August of 2003. Without Phase II's science labs and classrooms, additional leased costs are required in addition to outfitting charges.  The delay in funding for Phase II will result in higher construction costs (each year's delay brings additional construction inflation est. now at over $2,220,000), plus disruptions to our program such as moving students between new campus and leased facilities off-site.  In addition, without expansion funds, the new campus will be under-utilized until such funds are provided for student-body growth.

Private funds of over $8,000,000 toward a private endowment goal designed for future programmatic enrichment have been obtained through the GSSM Foundation.  The land for GSSM's new campus in Hartsville was donated, along with landscaping assistance including an irrigation system.

GSSM's new campus opened in 2003-2004, and provides residential space for up to 300 students - more than doubling the current size of the school.  As funding permits Phase II construction and operational increases, the new campus will allow exponential increases in the number of students and teachers who will benefit from these statewide services.

3.  What are your performance levels and trends for the key measures of employee satisfaction, involvement and development?

Staff turnover rates.  While all employees at GSSM serve critical functions, teacher turnover rates are particularly telling – because faculty are the key to quality academic results and there is a general teacher shortage both in South Carolina and in the nation.  GSSM had one faculty position change following the school year and was able to recruit a replacement with PhD. Credentials.  GSSM meets or exceeds turnover rates at similar residential specialized schools.


4.  What are your performance levels and trends for the key measures of supplier/contractor/partners performance?

Maintenance incidents and reports are measured.  They have remained consistent from previous years numbers.


5.      What are your performance levels and trends for the key measures of regulatory/legal compliance and citizenship?

-No lawsuits against agency (ever).
        -State Audit Report:  No major exceptions on audit review.  Trend, consistent - 12$^{th}$ year in a
-GSSM works with and meets EOC reporting requirements (Report Card, EIA).


6.      What are your current levels and trends of financial performance?

State funding has been reduced due to overall state budget shortfalls, and grant support remains consistent.  In addition to state budget cuts, contractual obligations have gone unfunded through the state - resulting in $100,000 in unfunded obligations over two years.  A private endowment drive – designed to support GSSM's margin of excellence in our programs - endowment campaign now has more than $8,000,000 committed in pledges for future programmatic support.  210 companies have joined us as partners through the GSSM Foundation's Business Advisory Council.

With state budget cuts continuing, GSSM has been able to maintain all functional areas as reflected in our performance statistics.  However, all options for expansion of programs have been eliminated and repairs (replacement) of necessary educational or residential materials (equipment) are not available.

Partnerships with Business and Industry has dramatically increased:  GSSM, through its Foundation, has recruited over 200 "Business Advisory Council" partners to support the school both financially and with program support such as communication enhancement, research sites and providing mentor opportunities.  This increase reflects the awareness that the results GSSM is achieving in advanced education directly impact the economic competitiveness of South Carolina.  Trend over time:  growing.

The overall trend for future state funding indicates continued lean years.  This is a particular concern because of on-going construction and transition commitments required to complete and operate GSSM's new campus opening beginning in 2003-2004.  These new campus obligations require state government to re-focus the commitment to properly fund both the construction and operating expenses to expand GSSM's successful academic programs for additional students and teachers throughout South Carolina.