| AGENCY NAME: | SC Governor's School for Science and Mathematics | |
|---|---|---|
| AGENCY CODE: | H65 | SECTION: Department of Education - GSSM |

# Fiscal Year 2018–2019
# Accountability Report

## SUBMISSION FORM

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| **AGENCY MISSION** | The mission 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 hands-on scientific research.<br><br>The purpose of GSSM is to positively impact South Carolina's economic development through the cultivation of our current students and alumni, who are our state's future political and business leaders. |

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| **AGENCY VISION** | GSSM will be recognized as a national leader in K-12 science and mathematics education, known for developing students who are exceptionally well-prepared to engage in global issues as creative and ethical leaders. |

Does the agency have any major or minor recommendations (internal or external) that would allow the agency to operate more effectively and efficiently?

| | **Yes** | **No** |
|---|---|---|
| **RESTRUCTURING RECOMMENDATIONS:** | ☐ | ☒ |

Is the agency in compliance with S.C. Code Ann. § 2-1-230, which requires submission of certain reports to the Legislative Services Agency for publication online and the State Library?  See also S.C. Code Ann. § 60-2-30.

| | **Yes** | **No** |
|---|---|---|
| **REPORT SUBMISSION COMPLIANCE:** | ☒ | ☐ |

Is the agency in compliance with various requirements to transfer its records, including electronic ones, to the Department of Archives and History?  See the Public Records Act (S.C. Code Ann. § 30-1-10 through 30-1-180) and the South Carolina Uniform Electronic Transactions Act (S.C. Code Ann. § 26-6-10 through 26-10-210).

| | Yes | No |
|---|---|---|
| **RECORDS MANAGEMENT COMPLIANCE:** | ☒ | ☐ |

Is the agency in compliance with S.C. Code Ann. § 1-23-120(J), which requires an agency to conduct a formal review of its regulations every five years?

| | Yes | No |
|---|---|---|
| **REGULATION REVIEW:** | ☐ | ☒ |

Please identify your agency's preferred contacts for this year's accountability report.

| | *Name* | *Phone* | *Email* |
|---|---|---|---|
| **PRIMARY CONTACT:** | Brock Heron | 843-383-3906 | bheron@gssm.k12.sc.us |
| **SECONDARY CONTACT:** | Ershela L. Sims, PhD | 843-383-3902 | esims@gssm.k12.sc.us |

I have reviewed and approved the enclosed FY 2018–2019 Accountability Report, which is complete and accurate to the extent of my knowledge.

| **AGENCY DIRECTOR (SIGN AND DATE):** | *Ershela L. Sims* (signature) |
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| **(TYPE/PRINT NAME):** | Ershela L. Sims, PhD |

| **BOARD/CMSN CHAIR (SIGN AND DATE):** | *Carolyne S. Williams* (signature) |
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| **(TYPE/PRINT NAME):** | Carolyne S. Williams |

# AGENCY'S DISCUSSION AND ANALYSIS

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

**Global Academics:**   Supported by State and private funds, GSSM continues an international exchange of high school research students with sister high schools and a universities in Germany and China.

## Accountability Report Highlights:

*Maintain Excellence, Outreach expansion and created a new strategic plan.*

### *GSSM Core Values*
- *Ethics*
- *Personal responsibility and accountability*
  - ➢ *We build intellectual and moral character in our students.*
  - ➢ *We are a team of highly talented individuals pursuing student-centered excellence*
  - ➢ *And help each other to do so too*
- *Strong belief in evidence-based learning, questioning and discovering*
- *Love of beauty, creativity, imagination & each other*
- *We will impact and improve education throughout South Carolina.*

### *GSSM is Strong and Growing Stronger – Residential Students and Graduates:*
- *Led State in ACT scores (ACT 30.2)*
- *100% admitted to college*
- *77% of alumni works in STEM fields*
- *77% of alumni works in their field of study*
- *70% of alumni pursue advanced degrees*
- *84% of alumni major in a STEM field*
- *37% of alumni are currently in careers in SC*
- *2018 – 2019 maintain "full capacity."*

### *Strong – Alumni*
- *Engineers*
- *Corporate careers - examples:  Google, Microsoft, General Electric, Westinghouse, Exxon, Scientist*
- *Medical careers*
- *Entrepreneurs*
- *Academicians*

### *GSSM Source of Strength – Faculty / Staff*
- *Credentialed and accomplished (All have Masters, 90% holds PhD's)*
- *Exemplify excellence and expect it from others*
- *Faculty and staff define their success by students' success*
- *Shared goals, clear responsibilities*
  - – *Learning and mastery*
  - – *Growth and maturity*
  - – *College and life*

### *Virtual Engineering*

### *Accelerate*
- *Graduated fourth class of seniors*
- *Students competed in International Olympiad in Kazakhstan as the first American team in the 15 year history of the olympiad*
- *Expanded summer research program to include international offerings*
- *Held summer camps at Clemson, USC and Coker College*

### *TEAM UP*
- *Pilot year of new TEAM UP Virtual Engineering program was successful and the program will continue in 2019-2020*
- *Admitted the first official class of sophomores*
- *Added 3 new district partners for 2020-2021 (Oconee, Dillon 3, and Chesterfield)*

### *GSSM Foundations for the Future*
- *Research*
  - ✓ *International: Germany, China, and Peru*
  - ✓ *Clemson, USC, MIT, MUSC, Furman University, Presbyterian College,, USC-Aiken, College of Charleston, Columbia University, Converse College, SC Department of Natural Resources – as well as businesses and other institutions like AVX, The Charleston Museum, and the SC Governor's Office*
  - ✓ *Molecular biology, medical research, engineering, computer science, robotics, cyber security, nanoscience, ecology, psychology, and economics*

## Academic Highlights

1. Course offerings
   a. 99 courses offered as semester or year-long courses
   b. 50 STEM courses
   c. 19 College Board approved AP courses
   d. 23 courses for which an AP course is a pre requisite.
2. Junior and Senior Seminar Series of one-hour per week courses
   a. Juniors take Life and Leisure, Academic Transition, College Planning I, Public Speaking, Personal Health and Safety Skills, Introduction to Research
   b. Seniors take College Planning II
3. The course credit agreements with Clemson and the University of South Carolina remain strong and courses are added as appropriate.
4. Launchpad
   a. Summer program for a targeted number of rising juniors admitted to GSSM has continued to provide introductions to English, Math and Chemistry labs as well as life as GSSM student outside of the classroom for two weeks prior to arriving in the fall.
   b. Program helps students be more prepared to handle the rigors of the academic program at GSSM, especially in the areas of Math, English and Science labs.
   c. Program also includes a transitional piece to help students adjust to living in a residential setting.
5. Accelerate Engineering – Statewide Virtual dual enrollment Engineering program for 10th, 11th & 12th Graders. Participants can earn up to 49 hours of college science, English, mathematics and engineering credits through Coker College in 2018-2019. For 2018-2019, Accelerate Engineering had 131 total students, up from 122 in 2017-2018. Added a second virtual engineering program TEAM UP—*Teaching Engaging and Advancing Minds for Undergraduate Preparedness*. This program has less focus on dual enrollment and more focus on preparing students to study engineering in college.
   - Program Growth continues (New Partnerships for 2019-2020):
     o Horry County: Horry County was a district partner in the past, but left the program after the first three years. They signed a new MOU for an Accelerate partnership in December.
     o Florence One: Florence One School District will be a TEAM UP partner beginning in the 2019-2020 school year.
     o Hired one new full-time engineering instructor, two student success coordinators and an Accelerate Director for 2019-2020
   - Accelerate: Microeconomics will be added as new dual enrollment elective will be for the 19-20 school year. A complete listing of the Accelerate curriculum can be found here: https://www.scgssm.org/virtual/accelerate/academic-opportunities/courses-and-requirements
   - TEAM UP: the TEAM UP junior and senior year curricula have been finalized. The senior curriculum now includes 4 dual enrollment classes through the Coker College dual enrollment agreement. A complete listing of the TEAM UP curriculum can be found here: https://www.scgssm.org/teamup.

- Access to SPRI programs for rising seniors was made available to all Accelerate students. SPRI programs available to both Residential & Accelerate students were continued by Accelerate faculty.
- Continued Bike to the Future: Examining Emerging Practices and Problems in Mobility and Infrastructure. Led by: Drs. António de Ridder-Vignone & Kathryn de Ridder-Vignone, (GSSM)
- Five Accelerate rising seniors participated in SPRI programs in China, MIT, Clemson & USC-Aiken

6. Standardized test scores:
   **GSSM Students again led the State in ACT scores.**


## Center for Science Education and Outreach Highlights

### Mission Statement for Outreach
The GSSM Center for Science Education & Outreach is a leader in the development and delivery of innovative and exemplary STEM educational experiences that are designed to improve and support the achievement of students and the professional growth of teachers across South Carolina. The Center is a statewide resource of STEM opportunities for SC students and teachers.

**The combined total statewide impact of students, teachers, and parents served by the Center for Outreach through its summer camps and academic year programming was 8,126 for 2018-2019.**

### Center for Outreach Goals
- Developing students' understanding of the relationship between science, technology, engineering, mathematics, and society;
- Improving the problem-solving and reasoning skills of students;
- Providing opportunities for students and teachers to explore real-world applications of science, technology, engineering, and mathematics;
- Improving content knowledge and pedagogical content knowledge of science and mathematics teachers;
- Encouraging students to explore careers and post-secondary majors in the areas of science, technology, engineering, and mathematics; and
- Encouraging students to consider GSSM as a STEM educational option.

GSSM Outreach is the source for increasing GSSM student involvement for the foreseeable future. The Center for Outreach endeavors are developed and delivered from the support of the State, SC businesses, and private foundations.


### Student Research Programs: SPRI & RESP
**127** GSSM residential students conducted their summer research under the supervision of **103** research groups located in **25** state, national and international sites. An additional **3** research placements were made for our **3** visiting international RESP scholars and **5** were made for GSSM Accelerate virtual engineering program, bringing the total number of research placements to **135** for 2019.

The GSSM SPRI partnerships with the state's 3 research universities are very strong and continue to meet the needs for expanded opportunities. The percentage of research placements at Clemson, MUSC, and USC in 2019 was 62.2%.

The GSSM Research Experience Scholars Program (RESP), which is an international component of the summer research program, included **3** research sites in Germany (German Cancer Research Institute, Fraunhofer Institute for Experimental Software Engineering, and the German Institute for Artificial Intelligence). In addition, a group of students participated in a science education research project and documentary film-making project in Shanghai, China.  (China was added for student research in 2017).

## Student Global Learning Opportunities & Experiences

- A total of **twenty-four** GSSM residential and virtual students participated in international experiences with partner schools in China, Germany, and Kazakhstan during the 2018-2019 school year.
- New in summer 2019 was an interdisciplinary inquiry project pilot conducted at the High School attached to Shanghai Normal University (HSSNU). **Eight** students and **three** staff worked on a project that combined elements of engineering, statistics, and documentary filmmaking. Interacting with HSSNU students and staff, our students learned about Chinese culture, teamwork, communication, project-based learning, and much more.
- **Seven** residential students participate in international research & exchange partnerships with the Johanna Wittum Schule (JWS) and the Gymnasium am Rittersberg (RBG) in Germany. **Three** students worked on projects at the German Cancer Research Center (DKFZ), **2** students researched at the German Center for Artificial Intelligence (DFKI) and **2** students completed projects at the Fraunhofer Institute of Experimental Software Engineering (IESE). **Three** JWS students are currently visiting GSSM and in October **four** Rittersberg students will join the GSSM community for a period of four weeks.
- This summer **seven** students and **one** teacher from our Shanghai partner school and **two** students from the National School of Physics and Math (FIZMAT) in Almaty, Kazakhstan participated in our GoSciTech program. GSSM provided academic and cultural experiences for these students**.**

## 2018-2019 Academic Year (AY) Outreach Impact 7083 students/teacher supported:

During the 2018-2019 AY, the Center for Outreach served **7083** students, teachers, and parents through a diverse portfolio of **99** off-campus and on-campus STEM experiences. Included in this total are those who participated in our 3rd Annual INSIDE GSSM Day.   INSIDE GSSM was created to give younger students opportunities to explore the wonders of STEM and the humanities, as well as to experience the uniqueness and diversity of the GSSM learning community.  The hands-on event drew families from **17** counties across SC and it involved **200** GSSM faculty, staff, and students.

In addition to the diverse off-campus and on-campus offerings, the Outreach Center delivers professional development to SC teachers through its Portable Advanced STEM Exploration (PASE) professional development initiative that teaches teachers how to implement inquiry-based instruction and provide opportunities for students to conduct scientific investigations that make use of data collection tools and equipment. This AY over **1700** students statewide used our PASE equipment and lab activities.

## Summer 2019 Center for Outreach Programs:

The total number of rising 6th – 10th grade students participating in one or more of GSSM's summer satellite and residential STEM camp experiences was 1043. The details are as follows:

### GoSciTech Summer Residential Program

**475** rising 8th - 10th students participated in the GoSciTech summer program. These students represent **42** SC Counties.

### iTEAMS Xtreme Next Generation Satellite Summer Camps

**415** rising 6th - 8th grade students representing **over 100** schools participated in 1 of **10** academically challenging camps that featured curriculum designed to expose students to the world of microcontrollers, robotics, and coding. The camps were delivered in **10** SC counties at partner schools.

### CREATEng Satellite Summer Camps

**153** rising 8th & 9th grade students representing **over 50** schools participated in our interactive and academically challenging design-based engineering camp. The **6** camps were offered in **6** SC counties at partner schools. Each camp featured an *Engineering in Action,* component, which was a visit to one of SC industries and interaction with professional engineers.

Below are several quotes from students, instructors, and parents who were a part of either GoSciTech, iTEAMS, or CREATEng. These quotes provide qualitative data for the impact the STEM experiences are having on young SC students.

## iTEAMS

### Instructors
- "Working with Arduino boards can be very intimidating at first. It was exciting to see that at the end of the week, ALL students were more confident in their ability to wire and program."
- "Students enjoy working with the mBots and seeing the code they make 'come to life."

### Students
- "It was super fun- I never knew Arduino was a thing. I do now and I love programming!"
- "I think this camp is wonderful, everyone is so open and nice. I would recommend this to all of my friends and family. They [GSSM] have helped me become more open to computer related careers and classes."
- "I hope to attend SCGSSM in the future. This was one of the best camps I've been to and whoever sponsored it—thanks a lot to them!"

### Parents
- "My son enjoyed the camp and has expressed interest in entering computer programming as a result of his time at camp."
- "Judah really enjoyed the camp and looks forward to attending again. It definitely caused my husband and I to consider SCGSSM for Judah's future."
- "This was his first GSSM experience but we already know it won't be the last."

## CREATEng

### Instructors

- "I loved that so many of them said they really learned how to be better at problem solving after all of the activities."
- "I enjoy seeing the 'productive struggle' each year with the students!"

### Students

- "I just wanted to say thank you so much to GSSM because this was an awesome experience for me even though before [camp] I was not interested in engineering."
- "This was an awesome experience. I am so glad I took this course. Before I took this, I was certain that I wasn't interested in a career in engineering but after this…I am certainly interested!"

### Parents

- "It was a great camp, packed with lots of knowledge and fun. The staff was very helpful and ready to tell the parents about some of the things the children did at camp."

## GoSciTech

### Students
- "I like how the classes are high level and it challenges me to think."
- "One thing I really liked about my GoSciTech class is that after each topic we discussed, we got to do a hands on activity. We did many labs and dissections which were cool and interesting."
- "I like the hands on portions and the competing in the class, it allowed me to be engaged and really get to know the topic. For example, when we were adding on parts and wiring the robot I learned how a breadboard works and why it can be useful in many situations."

### Parents
- "This was a wonderful experience all in all. It truly helped reignite my daughter's interest in math and she felt a true sense of belonging which high achieving kids in public schools don't always have. She walked away more confident in who she is and excited about the possibilities that math can offer in the future."
- "GoSciTech has sparked an interest with all my boys in GSSM's residential program."
- "Thank you so much for providing this opportunity for my daughter. Even in the advanced classes at her local school, there's not much passion for learning. It's such a wonderful environment for a student who truly loves to learn. Our family is grateful for the time she has had at GSSM camps."
- My hope was that Maya's experience would either discourage her interest in becoming a physician or light a fire in her. She's on fire!!! Thank you to all, especially [our instructor]!

## Student Development

## Athletics

- Six Proclamations bestowed on GSSM: three from the State House and three from the Senate, recognizing our three state championship teams
- 168 GSSM student athletes participated on fall teams and 178 GSSM student athletes participated on spring teams
- Women's Track team won the State Championship
- 17 State Championships in 2 years

## Campus Life

- There was a new diversity initiative with a student group, Mosaic. It is comprised of students who will assist in bringing cultural awareness and honor our diversity on campus.
- Students completed more than 13,000 hours of service work through the Community Engagement Program.
- SOAR Leaders (Ambassadors, Natural Helpers, and House Captains) were created and Leadership Seminars were held in the Spring for aspiring student leaders.
- Created a Campus Life Newsletter.

## Student Engagement

- The department introduced several new organizations: NAACP, NSBE, Speech Club, and the Microgravity and Programming Club. Other standing organizations increased their visibility and fund raising efforts making contributions to the Pee Dee Math, Science and Technology Academy and the Harriet Hancock Shelter. The National Honor Society held several blood drives, and the Beta Club attended their state convention for the second year with the support of the office.
- Student art work was featured in several libraries and museums around the state, and students continue to thrive using their creativity to help balance their GSSM experience.
- A leadership workshop was hosted for the Ambassadors, Natural Helpers, and Student Council scheduled to serve for the 2018-19 school year. A part of their work was to determine seven pillars for student leadership at GSSM. The pillars are accountability, approachability, credibility, empathy, initiative, integrity, and respect.
- Collectively, students engaged in more than 14,000 hours of service through the Community Engagement program.

## Risk Assessment and Mitigation Strategies:

GSSM provides uniquely advanced education opportunities in multiple settings to highly capable students around the state. Our goals and objectives should enhance quality, availability, and access statewide. Failure to meet these goals would mean that the school is not providing top-tier education, that its programs are not available in areas where students who need them, or that where they are available, they are not equally accessible to all students.

Thanks to historically strong support from the state legislature, private partnerships, and an active community of parents and alumni, the school is well-positioned to achieve its goals with excellence. Continued support of our programs, especially the growth of our Outreach initiatives, is key to our ability to identify and nurture talented students to lead the state's knowledge economy.

**SOUTH CAROLINA GOVERNOR'S SCHOOL**
**for Science & Mathematics**

**Governor/General Assembly of South Carolina**

**SCGSSM Board**

**GSSM Foundation Board**

Exec. Assistant to the President
Bridget Lloyd

**President**
**Dr. Ershela Sims**

**Foundation CEO and Exec.**
**Beth Dinndorf**

- Marketing
- Fundraising
- Outreach Initiatives
- Legislative Affairs
- Alumni Relations

**Sr. VP for Academics – Danny Dorsel (36 FTEs)**

- Curriculum Design & Implementation
- Scheduling
- Faculty
  **Academic Areas/Chairs:**
- Science: Jennifer Taylor
- MCBE: Michael Newsome
- Humanities: Joe Wensink
- Student Success: Kyle Barnett
- Registrar: Jane Bryan

**VP for Student Development: Dr. Emilye Mobley (14 FTEs)**

- Residential Life
- Wellness
- Mental Health & Nursing
- Discipline
- College Counseling & Advisement
- Community Engagement
- Student Activity Center
- Athletics
- Music and Arts:

**Sr. VP for Accelerate Engineering: Dr. Ershela Sims (16 FTEs)**

- Curriculum Design & Implementation
- Partnerships
- Scheduling
- Faculty
- Registrar
- Recruitment

**VP for Outreach & Research: Randy La Cross (6 FTEs)**

- Summer Camps and Learning
- SPRI – Summer Research
- Statewide Outreach Curriculum & Design
- Outreach Program (non-summer) initiatives
- GearUP
- Colloquium
- Special Outreach/Community Events

**Exec. VP/CIO: Jon Shannon, CIO**
**(4 FTEs)**

- Educational IT Resources: Residential and Outreach
- IT Infrastructure, Hardwire & Wireless
- IT Security
- Systems Interface

**VP for Finance & Operations – Brock Heron (7 FTEs)**

- Finance
- Budget Management/Development
- Human Resources; Director, Anne Brumley
- Legislative Affairs
- Procurement/Purchasing
- Operations
- Public Safety; Director, Chris Caldwell
- Facilities; Facility Director, Timmy Tyner

Contract Services: (many contracted employees)
  - Food Services, Public Safety, Custodial
  - Grounds Building, Maintenance
  - Nursing Services

**Vice President for**
**Enrollment Management**
**(3 FTEs)**
**Vacant**

**Program Director Pulse**
**Dr. Jerome Reyes, (1 FTE)**

| Agency Name: | GOVERNOR'S SCHOOL FOR SCIENCE AND MATHEMATICS | | | | | | | Fiscal Year 2018-2019 |
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Accountability Report

Strategic Planning and Performance Measurement Template

| Statewide Enterprise Strategic Objective | Type | Item # | | | Description | 2018-19 | | | Time Applicable | Data Source and Availability | Calculation Method | Meaningful Use of Measure |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | | Goal | Strategy | Measure | | Base | Target | Actual | | | | |
| Education, Training, and Human Development | G | 1 | | | Provide the best advanced education for S.C.'s most selective students | | | | | | | |
| | S | | 1.1 | | Provide the best credentialed and most experienced teachers in all subjects | | | | | | | |
| | M | | | 1.1.1 | Hire teachers with minimum Master's degrees, PhD's preferred in their areas - appropriate to full-capacity growth of student body. | 100% | 100% | 100% | July 1 - June 30 | Human Resources | % of Masters'/PhD/Faculty | Provides measurement of credentials |
| | M | | | 1.1.2 | Maintain low student to teacher ratio | 9:1 | 9:1 | 9:1 | July 1 - June 30 | School Records | Students/Teachers | Prevents class overloads |
| | M | | | 1.1.3 | 100% of GSSM grads admitted undergraduate school | 100% | 100% | 100% | January-June | College Counseling | Number of students admitted to undergraduate school | Provides success rate of students admitted to colleges and universities |
| | S | | 1.2 | | Continually advance curriculum offerings in the residential, virtual and outreach programs | | | | | | | |
| | M | | | 1.2.1 | Indentify and attract larger pools of talented students to reach through outreach programs | 122 | 130 | 130 | August - May | GSSM Outreach | Number of outreach students | Provides the opportunity to reach more school districts and students with GSSM courses |
| | M | | | 1.2.2 | Continue to enhance Engineering offerings in residential program at GSSM | 5 | 6 | 6 | August - May | GSSM Residential | Number of engineering courses in residential program | Promotes variety and number of engineering courses offered in the residential program |
| | M | | | 1.2.3 | Continue to enhance Engineering offerings in virtual program at GSSM | 7 | 7 | 7 | August - May | GSSM Accelerate/TEAM UP | Number of engineering courses in virtual program | Promotes variety and number of engineering courses offered virtually |
| | S | | 1.3 | | Provide a safe and supportive teaching environment with technology | | | | | | | |
| | M | | | 1.3.1 | Schedule campus teaching spaces with zero teaching downtime for facility repair | 0% | 0% | 0% | July 1 - June 30 | School Records | % of instructional time stopped due to facility issues | Provides the amount of useful time in the classroom |
| | M | | | 1.3.2 | Upgrade IT networks and in-classroom/lab IT to support instruction | 88% | 100% | 77% | July 1 - June 30 | School Records | % of technology equipment and infrastructure within its useful life | Ensures that the technology equipment and infrastructure supports the needs of the current curriculum |
| Education, Training, and Human Development | G | 2 | | | Operate a residential campus supportive of students in activities, character | | | | | | | |
| | S | | 2.1 | | Conduct Extracurricular Programs appropriate to an academically-focused residential high school | | | | | | | |
| | M | | | 2.1.1 | Create athletic teams supportive of student interests and abilities | 64% | 65% | 67% | August - May | GSSM Residential | % of residential students participating in SCHSL athletics | Provides opportunities for residential students in interscholastic sports |
| | M | | | 2.1.2 | Create clubs and organizations supportive of student interests and abilities | 95% | 95% | 95% | August - May | GSSM Residential | % of students involved in clubs and organizations | Provides opportunities for residential students outside the regular curriculum |
| | S | | 2.2 | | Create arts and music programs supporting students interests and talents | | | | | | | |
| | M | | | 2.2.1 | Maintain specialized art and music instructors to foster student development in art & music | 2 | 2 | 2 | August - May | Human Resources | Number of teachers for art and music | Provides school's ability to offer a diversified curriculum |
| | S | | 2.3 | | Ensure physical and mental health of students | | | | | | | |
| | M | | | 2.3.1 | Provide mental health professional at doctoral level to assess student body via individuals at improving emotional quotient awareness | 1 | 1 | 1 | July 1 - June 30 | Health Services | Number of mental health professionals with a PhD/MD | Provides qualified staff for mental health and fitness |
| | M | | | 2.3.2 | Provide extensive qualified nursing services to include medication management | 14 | 10 | 10 | August - May | Health Services | Number of shifts providing health care | Provides school's ability to offer health services |
| Education, Training, and Human Development | G | 3 | | | Lead in the development and delivery of statewide academic opportunities | | | | | | | |
| | S | | 3.1 | | Enhance GSSM's advanced research program opportunities for residential students | | | | | | | |
| | M | | | 3.1.1 | Increase diverse research opportunities at state, national and international universities and/or industrial sites | 30 | 30 | 25 | Summer | GSSM Residential | Number of research sites | Provides number of sites available for virtual students |
| | M | | | 3.1.2 | Provide research opportunities for virtual students | 2 | 5 | 4 | Summer | Accelerate Program | Number of virtual students participating in research | Provides number of sites available for virtual students |

| Agency Name: | **GOVERNOR'S SCHOOL FOR SCIENCE AND MATHEMATICS** | | | | | | | **Fiscal Year 2018-2019** |
|---|---|---|---|---|---|---|---|---|

**Accountability Report**

| Agency Code: | **H650** | Section: | | **1** |
|---|---|---|---|---|

**Strategic Planning and Performance Measurement Template**

| Statewide Enterprise Strategic Objective | Type | Item # | | | Description | 2018-19 | | | Time Applicable | Data Source and Availability | Calculation Method | Meaningful Use of Measure |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Goal | Strategy | Measure | | Base | Target | Actual | | | | |
| | **S** | | **3.2** | | **Enhance and expand high-quality statewide academic programs developed and delivered by the GSSM Outreach Center** | | | | | | | |
| | M | | | 3.2.1 | Increase programs targeted to specific age and demographic groups | 5 | 30 | 35 | July 1 - June 30 | Outreach | Number of students participating in virtual classes | Provides number of students participating in virtual classes |
| | M | | | 3.2.2 | Increase Outreach partners, both at schools & districts, and with business partners. | 70 | 75 | 78 | July 1 - June 30 | GSSM Outreach | Number of school districts | Provides number of school district participating in virtual classes |
| | M | | | 3.2.3 | Continue to grow Accelerate Engineering Statewide program | 19 | 20 | 19 | August - May | GSSM Accelerate/TEAM U | Number of sites participating for the Accelerate Engineering Program | Promotes growth of Accelerate Engineering Program throughout the state |

| Agency Name: | GOVERNOR'S SCHOOL FOR SCIENCE AND MATHEMATICS |
|---|---|
| Agency Code: | H650  Section:  1 |

Strategic Planning and Performance Measurement Template

| Statewide Enterprise Strategic Objective | Type | Item # | | | Description | 2019-20 | | | Time Applicable | Data Source and Availability | Calculation Method | Meaningful Use of Measure |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Goal | Strategy | Measure | | Base | Target | Actual | | | | |
| Education, Training, and Human Development | G | 1 | | | Provide the best advanced education for S.C.'s most selective students | | | | | | | |
| | S | | 1.1 | | Provide the best credentialed and most experienced teachers in all subjects | | | | | | | |
| | M | | | 1.1.1 | Hire teachers with minimum Master's degrees, PhD's preferred in their areas - appropriate to full-capacity growth of student body. | 100% | 100% | | July 1 - June 30 | Human Resources | % of Masters'/PhD/Faculty | Provides measurement of credentials |
| | M | | | 1.1.2 | Maintain low student to teacher ratio | 9:1 | 9:1 | | July 1 - June 30 | School Records | Students/Teachers | Prevents class overloads |
| | M | | | 1.1.3 | 100% of GSSM grads admitted undergraduate school | 100% | 100% | | January-June | College Counseling | Number of students admitted to undergraduate school | Provides success rate of students admitted to colleges and universities |
| | S | | 1.2 | | Continually advance curriculum offerings in the residential, virtual and outreach programs | | | | | | | |
| | M | | | 1.2.1 | Indentify and attract larger pools of talented students to reach through outreach programs | 2688 | 2700 | | August - May | GSSM Outreach | Number of virtual/outreach students | Provides the opportunity to reach more school districts and students with GSSM courses |
| | M | | | 1.2.2 | Continue to enhance Engineering offerings in residential program at GSSM | 6 | 7 | | August - May | GSSM Residential | Number of engineering courses in residential program | Promotes variety and number of engineering courses offered in the residential program |
| | M | | | 1.2.3 | Continue to enhance Engineering offerings in virtual program at GSSM | 7 | 10 | | August - May | GSSM Accelerate/TEAM UP | Number of engineering courses in virtual program | Promotes variety and number of engineering courses offered virtually |
| | M | | | 1.2.4 | Indentify and attract larger pools of talented students to reach through virtual programs | 130 | 135 | | August - May | GSSM Accelerate/TEAM UP | Number of virtualstudents | Provides the opportunity to reach more school districts and students with GSSM courses |
| | S | | 1.3 | | Provide a safe and supportive teaching environment with technology | | | | | | | |
| | M | | | 1.3.1 | Schedule campus teaching spaces with zero teaching downtime for facility repair | 0% | 0% | | July 1 - June 30 | School Records | % of instructional time stopped due to facility issues | Provides the amount of useful time in the classroom |
| | M | | | 1.3.2 | Upgrade IT networks and in-classroom/lab IT to support instruction | 77% | 90% | | July 1 - June 30 | School Records | % of technology equipment and infrastructure within its useful life | Ensures that the technology equipment and infrastructure supports the needs of the current curriculum |
| Education, Training, and Human Development | G | 2 | | | Operate a residential campus supportive of students in activities, character development and safety | | | | | | | |
| | S | | 2.1 | | Conduct Extracurricular Programs appropriate to an academically-focused residential high school | | | | | | | |
| | M | | | 2.1.1 | Create athletic teams supportive of student interests and abilities | 67% | 70% | | August - May | GSSM Residential | % of residential students participating in SCHSL athletics | Provides opportunities for residential students in interscholastic sports |
| | M | | | 2.1.2 | Create clubs and organizations supportive of student interests and abilities | 95% | 95% | | August - May | GSSM Residential | % of students involved in clubs and organizations | Provides opportunities for residential students outside the regular curriculum |
| | S | | 2.2 | | Create arts and music programs supporting students interests and talents | | | | | | | |
| | M | | | 2.2.1 | Maintain specialized art and music instructors to foster student development in art & music | 2 | 2 | | August - May | Human Resources | Number of teachers for art and music | Provides school's ability to offer a diversified curriculum |
| | S | | 2.3 | | Ensure physical and mental health of students | | | | | | | |
| | M | | | 2.3.1 | Provide mental health licensed professional to assess student body via individuals at improving emotional quotient awareness | 1 | 2 | | July 1 - June 30 | Health Services | Number of mental health professionals with a PhD/MD | Provides qualified staff for mental health and fitness |
| | M | | | 2.3.2 | Provide extensive qualified nursing services to include medication management | 10 | 10 | | August - May | Health Services | Number of shifts providing health care | Provides school's ability to offer health services |
| Education, Training, and Human Development | G | 3 | | | Lead in the development and delivery of statewide academic opportunities that support and improve achievement via GSSM Research and Outreach | | | | | | | |
| | S | | 3.1 | | Enhance GSSM's advanced research program opportunities for residential students | | | | | | | |

| Agency Name: | GOVERNOR'S SCHOOL FOR SCIENCE AND MATHEMATICS | | | | | | | | Fiscal Year 2018-2019 |
|---|---|---|---|---|---|---|---|---|---|

**Accountability Report**

| Agency Code: | H650 | Section: | 1 |
|---|---|---|---|

| Statewide Enterprise Strategic Objective | Type | Item # | | | Description | 2019-20 | | | Time Applicable | Data Source and Availability | Calculation Method | Meaningful Use of Measure |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Goal | Strategy | Measure | | Base | Target | Actual | | | | |
| | M | | | 3.1.1 | Increase diverse research opportunities at state, national and international universities and/or industrial sites | 25 | 30 | | Summer | GSSM Residential | Number of research sites | Provides number of sites available for virtual students |
| | M | | | 3.1.2 | Provide research opportunities for virtual students | 4 | 5 | | Summer | Accelerate Program | Number of virtual students participating in research | Provides number of sites available for virtual students |
| | S | | 3.2 | | Enhance and expand high-quality statewide academic programs developed and delivered by the GSSM Outreach Center | | | | | | | |
| | M | | | 3.2.1 | Increase programs targeted to specific age and demographic groups | 35 | 40 | | July 1 - June 30 | Outreach | Number of students participating in virtual classes | Provides number of students participating in virtual classes |
| | M | | | 3.2.2 | Increase Outreach partners, both at schools & districts, and with business partners. | 78 | 78 | | July 1 - June 30 | GSSM Outreach | Number of school districts | Provides number of school district participating in virtual classes |
| | M | | | 3.2.3 | Continue to grow Accelerate Engineering Statewide program | 19 | 20 | | August - May | GSSM Accelerate/TEAM UP | Number of sites participating for the Accelerate Engineering Program | Promotes growth of Accelerate Engineering Program throughout the state |

| Agency Name: | GOVERNOR'S SCHOOL FOR SCIENCE AND MATHEMATICS |
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| Program/Title | Purpose | FY 2018-19 Expenditures (Actual) | | | | FY 2019-20 Expenditures (Projected) | | | | Associated Measure(s) |
|---|---|---|---|---|---|---|---|---|---|---|
| | | General | Other | Federal | TOTAL | General | Other | Federal | TOTAL | |
| I. Academics | Provide the highest quality instruction to S.C.'s best/most motivated High School students | $ 5,539,411 | $ 1,060,679 | $ - | $ 6,600,090 | $ 5,807,755 | $ 1,201,482 | $ - | $ 7,009,237 | 1.1.1,1.1.2,1.1.3;1.2.1,1.2.2;1.2.3;1.3.1,1.3.2;2.2.1;3.1.1;3.2.3 |
| II. Life In Residence | Support the 24/7 residential campus and development in all areas outside of the classroom | $ 2,086,358 | $ 146,206 | $ - | $ 2,232,564 | $ 2,187,427 | $ 146,206 | $ - | $ 2,333,633 | 1.3.2;2.1.1,2.1.2;2.2.1;2.3.1,2.3.2;3.1.1 |
| IV. Virtual/Outreach | Improve and support academic achievement across the entire state, elementary through high school and improve prospects for universities and businesses in SC. Expand Statewide Accelerate Engineering Program for 10th, 11th, and 12th graders. | $ 5,611,203 | $ 188,895 | $ - | $ 5,800,098 | $ 5,883,025 | $ 188,895 | $ - | $ 6,071,920 | 1.3.1,1.3.2 |
| III. Support Admin Services | Allow functional areas to focus and achieve - Complete State Reports & Requirements | $ 681,695 | $ 51,714 | $ - | $ 733,409 | $ 714,718 | $ 51,714 | $ - | $ 766,432 | 1.2.1,1.2.3;3.1.1;3.1.2;3.2.1;3.2.2,3.2.3 |

**Legal Standards Template**

| Item # | Law Number | Jurisdiction | Type of Law | Statutory Requirement and/or Authority Granted | Does this law specify who your agency must or may serve? (Y/N) | Does the law specify a product or service your agency must or may provide? | *If yes,* what type of service or product? | *If other service or product*, please specify what service or product. |
|---|---|---|---|---|---|---|---|---|
| 1 | CHAPTER 48. HISTORY: 1987 Act No. 170, Part II, Section 23. | State | Statute | Establish School and Governing Body 1987 | Yes | Yes | Board, commission, or committee on which someone from our agency must/may serve | |
| 2 | 59-48-10 | State | Statute | Establishment of school. | Yes | Yes | Other service or product our agency must/may provide | Accelerated instruction in mathematics and science in a residential educational setting. |
| 3 | 59-48-20 | State | Statute | Board of trustees; appointment; term of office; compensation. | Yes | Yes | Board, commission, or committee on which someone from our agency must/may serve | |
| 4 | Proviso 1.7 | State | FY 2018-19 Proviso | 1.7.  (SDE: Governor's School for Science & Math)  Any unexpended balance on June thirtieth of the prior fiscal year of funds appropriated to or generated by the Governor's School for Science and Mathematics may be carried forward and expended in the current fiscal year pursuant to the direction of the board of trustees of the school. | No | No - But relates to sources of funding for one or more agency deliverables | | |
| 5 | Proviso 1.23 | State | FY 2018-19 Proviso | 1.23.   (SDE: Governor's School Leave Policy)  The South Carolina Governor's School for the Arts and Humanities and the South Carolina Governor's School for Science and Mathematics are authorized to promulgate administrative policy governing annual and sick leave relative to faculty and staff with the approval of their respective board of directors.  This policy shall address their respective school calendars in order to comply with the instructional needs of students attending both special schools. | No | No - But relates to manner in which one or more agency deliverables is provided | | |
| 6 | Proviso 1.30 | State | FY 2018-19 Proviso | 1.30.   (SDE: Governor's Schools' Fees)  The South Carolina Governor's School for the Arts and Humanities and the South Carolina Governor's School for Science and Mathematics are authorized to charge, collect, expend, and carry forward student fees as approved by their respective Board of Directors.  The purpose and amount of any such fees will be to maintain program quality in both academics and residential support.  No student will be denied admittance or participation due to financial inability to pay.  The respective Board of Directors shall promulgate administrative policy governing the collection of all student fees.  Both schools shall conspicuously publish a fee schedule on their respective websites. | No | No - But relates to sources of funding for one or more agency deliverables | | |
| 7 | Proviso 1.45 | State | FY 2018-19 Proviso | 1.45.   (SDE: Governor's Schools Residency Requirement)  Of the funds appropriated, the Governor's School for the Arts and the Humanities and the Governor's School for Science and Mathematics are to ensure that a parent(s) or guardian(s) of a student attending either the Governor's School for the Arts and the Humanities or the Governor's School for Science and Mathematics must prove that they are a legal resident of the state of South Carolina at the time of application and must remain so throughout time of attendance.  The Governor's School for the Arts and the Humanities and Governor's School for Science and Mathematics may not admit students whose parent(s) or guardian(s) are not legal residents of South Carolina. | Yes | Yes | Report our agency must/may provide | |
| 8 | Proviso 1.61 | State | FY 2018-19 Proviso | 1.61.   (SDE: Governor's Schools Informational Access to Students)  For the current fiscal year, school districts must permit both the Governor's School for the Arts and Humanities and the Governor's School for Science and Mathematics to collaborate with individual schools and their staff to share information with students and families about the educational opportunities offered at the respective Governor's Schools, through avenues including school visits, informational presentations, and posters.  By June thirtieth, of the current fiscal year, the Governor's School for the Arts and Humanities and the Governor's School for Science and Mathematics must report to the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee the results of these Informational Access efforts.  Further, the two Governor's Schools will work with districts, the Department of Education and School Report Card administrators, to ensure that SAT scores of current Governor's Schools' students are included in the School Report Card of those students' resident schools and districts. | Yes | Yes | Report our agency must/may provide | |

| # | Proviso | | | | | | |
|---|---|---|---|---|---|---|---|
| 9 | Proviso 1A.4 | State | FY 2018-19 Proviso | (SDE-EIA: Teacher Salaries/State Agencies)  Each state agency which does not contain a school district but has instructional personnel shall receive an appropriation as recommended by the Education Oversight Committee and funded by the General Assembly for teacher salaries based on the following formula:  Each state agency shall receive such funds as are necessary to adjust the pay of all instructional personnel to the appropriate salary provided by the salary schedules of the school district in which the agency is located.  Instructional personnel may include all positions which would be eligible for EIA supplements in a public school district, and may at the discretion of the state agency, be defined to cover curriculum development specialists, educational testing psychologists, psychological and guidance counselors, and principals.  The twelve-month agricultural teachers located at Clemson University are to be included in this allocation of funds for base salary increases.  The South Carolina Governor's School for the Arts and Humanities and the South Carolina Governor's School for Science and Mathematics are authorized to increase the salaries of instructional personnel by an amount equal to the percentage increase given by the School District in which they are both located. | Yes | Yes | Report our agency must/may provide |
| 10 | Proviso 117.15 | State | FY 2018-19 Proviso | 117.16.    (GP: Allowance for Residences & Compensation Restrictions)  That salaries paid to officers and employees of the State, including its several boards, commissions, and institutions shall be in full for all services rendered, and no perquisites of office or of employment shall be allowed in addition thereto, but such perquisites, commodities, services or other benefits shall be charged for at the prevailing local value and without the purpose or effect of increasing the compensation of said officer or employee.  The charge for these items may be payroll deducted at the discretion of the Comptroller General or the chief financial officer at each agency maintaining its own payroll system.  This shall not apply to the Governor's Mansion, nor to guards at any of the state's penal institutions and nurses and attendants at the Department of Disabilities and Special Needs, and registered nurses providing clinical care at the MUSC Medical Center, nor to the Superintendent and staff of John de la Howe School, nor to the cottage parents and staff of Wil Lou Gray Opportunity School, nor to full-time or part-time staff who work after regular working hours in the SLED Communications Center or Maintenance Area, nor to adult staff at the Governor's School for Science and Mathematics and the Governor's School for Arts and Humanities who are required to stay on campus by the institution because of job requirements or program participation.  Any state institution of higher learning may provide complimentary membership privileges to employees who work at their wellness centers.  The presidents of those state institutions of higher learning authorized to provide on-campus residential facilities for students may be permitted to occupy residences on the grounds of such institutions without charge. | No | No - But relates to manner in which one or more agency deliverables is provided | |
| 11 | Proviso 117.46 | State | FY 2018-19 Proviso | 117.50.    (GP: Facility Rental Fee)  The Governor's School for the Arts and Humanities, Governor's School for Science and Mathematics, Wil Lou Gray Opportunity School, and John de la Howe School are authorized to charge, collect, expend and carry forward fees charged for facility and equipment rental and registration | No | No - But relates to sources of funding for one or more agency deliverables | |

| Agency Name: | GOVERNOR'S SCHOOL FOR SCIENCE AND MATHEMATICS | |
|---|---|---|
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| Service/Product Provided to Customers | Customer Segments | Specify only for the following Segments: (1) Industry: Name; (2) Professional Organization: Name; (3) Public: Demographics. | Divisions or Major Programs | Description |
|---|---|---|---|---|
| Advanced Educational Programs | School Districts | Partner Industries include Boeing, Google, BMW, Sonoco Products company and many others. Professional Organizations include: All Higher Educational Partners (USC, Clemson, S.C. State, Citadel, College of Charleston, MUSC, etc.), plus Federal Dept. of Education, Science, Math, Humanities and other Teacher Organizations. Public (Demographics): General Public and subsections to include families with school-age children appropriate for GSSM program Participation. | Academics | Advanced Curriculum and Training |
| Advanced Educational Programs | Professional Organization | Partner Industries include Boeing, Google, BMW, Sonoco Products company and many others. Professional Organizations include: All Higher Educational Partners (USC, Clemson, S.C. State, Citadel, College of Charleston, MUSC, etc.), plus Federal Dept. of Education, Science, Math, Humanities and other Teacher Organizations. Public (Demographics): General Public and subsections to include families with school-age children appropriate for GSSM program Participation. | Academics | Advanced Curriculum and Training |
| Advanced Educational Programs | General Public | Partner Industries include Boeing, Google, BMW, Sonoco Products company and many others. Professional Organizations include: All Higher Educational Partners (USC, Clemson, S.C. State, Citadel, College of Charleston, MUSC, etc.), plus Federal Dept. of Education, Science, Math, Humanities and other Teacher Organizations. Public (Demographics): General Public and subsections to include families with school-age children appropriate for GSSM program Participation. | Academics | Advanced Curriculum and Training |
| Provide Residential Environment for Well-being and development | General Public | General Public and subsections to include families with school-age children appropriate for GSSM program Participation. | Life in Residence | Provide Residential Environment for Well-being and development of students staying on-campus |
| Provide Residential Environment for Well-being and development | School Districts | General Public and subsections to include families with school-age children appropriate for GSSM program Participation. | Life in Residence | Provide Residential Environment for Well-being and development of students staying on-campus |
| Provide Residential Environment for Well-being and development | Professional Organization | General Public and subsections to include families with school-age children appropriate for GSSM program Participation. | Life in Residence | Provide Residential Environment for Well-being and development of students staying on-campus |
| Advanced Educational Programs - Statewide, grades 7-12, Teacher Development & Growth | School Districts | Partner Industries include Boeing, Google, BMW, Sonoco Products company and many others. Professional Organizations include: All Higher Educational Partners (USC, Clemson, S.C. State, Citadel, College of Charleston, MUSC, etc.), plus Federal Dept. of Education, Science, Math, Humanities and other Teacher Organizations. Public (Demographics): General Public and subsections to include families with school-age children appropriate for GSSM program Participation. | Outreach | Statewide Educational Programs for students and Teachers, to include Engineering, Summer Camps, 9th grade Algebra II, Professional Development for Teachers and Distance Education in Advanced Courses. |

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|---|---|---|---|---|
| Advanced Educational Programs - Statewide, grades 7-12, Teacher Development & Growth | Professional Organization | Partner Industries include Boeing, Google, BMW, Sonoco Products company and many others. Professional Organizations include: All Higher Educational Partners (USC, Clemson, S.C. State, Citadel, College of Charleston, MUSC, etc.), plus Federal Dept. of Education, Science, Math, Humanities and other Teacher Organizations. Public (Demographics): General Public and subsections to include families with school-age children appropriate for GSSM program Participation. | Outreach | Statewide Educational Programs for students and Teachers, to include Engineering, Summer Camps, 9th grade Algebra II, Professional Development for Teachers and Distance Education in Advanced Courses. |
| Advanced Educational Programs - Statewide, grades 7-12, Teacher Development & Growth | School Districts | Partner Industries include Boeing, Google, BMW, Sonoco Products company and many others. Professional Organizations include: All Higher Educational Partners (USC, Clemson, S.C. State, Citadel, College of Charleston, MUSC, etc.), plus Federal Dept. of Education, Science, Math, Humanities and other Teacher Organizations. Public (Demographics): General Public and subsections to include families with school-age children appropriate for GSSM program Participation. | Outreach | Statewide Educational Programs for students and Teachers, to include Engineering, Summer Camps, 9th grade Algebra II, Professional Development for Teachers and Distance Education in Advanced Courses. |
| Meet Reporting and Stewardship Needs | Executive Branch/State Agencies | All Higher Educational Partners (USC, Clemson, S.C. State, Citadel, College of Charleston, MUSC, etc.), plus Federal Dept. of Education, Science, Math, Humanities and other Teacher Organizations | Administration | Meet Reporting and Stewardship Needs |
| Meet Reporting and Stewardship Needs | Legislative Branch | All Higher Educational Partners (USC, Clemson, S.C. State, Citadel, College of Charleston, MUSC, etc.), plus Federal Dept. of Education, Science, Math, Humanities and other Teacher Organizations | Administration | Meet Reporting and Stewardship Needs |
| Meet Reporting and Stewardship Needs | School Districts | All Higher Educational Partners (USC, Clemson, S.C. State, Citadel, College of Charleston, MUSC, etc.), plus Federal Dept. of Education, Science, Math, Humanities and other Teacher Organizations | Administration | Meet Reporting and Stewardship Needs |
| Meet Reporting and Stewardship Needs | General Public | All Higher Educational Partners (USC, Clemson, S.C. State, Citadel, College of Charleston, MUSC, etc.), plus Federal Dept. of Education, Science, Math, Humanities and other Teacher Organizations | Administration | Meet Reporting and Stewardship Needs |
| Meet Reporting and Stewardship Needs | Industry | All Higher Educational Partners (USC, Clemson, S.C. State, Citadel, College of Charleston, MUSC, etc.), plus Federal Dept. of Education, Science, Math, Humanities and other Teacher Organizations | Administration | Meet Reporting and Stewardship Needs |
| Meet Reporting and Stewardship Needs | Professional Organization | All Higher Educational Partners (USC, Clemson, S.C. State, Citadel, College of Charleston, MUSC, etc.), plus Federal Dept. of Education, Science, Math, Humanities and other Teacher Organizations | Administration | Meet Reporting and Stewardship Needs |

| Agency Name: | GOVERNOR'S SCHOOL FOR SCIENCE AND MATHEMATICS | |
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| Name of Partner Entity | Type of Partner Entity | Description of Partnership | Associated Goal(s) |
|---|---|---|---|
| Clemson University | Higher Education Institute | Teach Engineering Statewide to 10th, 11th, and 12th graders in GSSM's Accelerate Engineering Program.  Course equivalency agreements for course credit.   Summer Advanced Research placements of GSSM students on campus and with University Scientists | 1.2.3;3.1.1;3.1.2;3.2.1;3.2.2 |
| University of South Carolina | Higher Education Institute | Course equivalency agreements for course credit.   Summer Advanced Research placements of GSSM students on campus and with University Scientists | 1.2.3;3.1.1;3.1.2;3.2.1;3.2.2 |
| School Districts in South Carolina | K-12 Education Institute | Provide Teacher Training and Outreach Programs for teachers and students.  Recruit and partner on educational Initiatives | 3.1.2;3.2.1,3.2.2 |
| MUSC | Higher Education Institute | Summer Advanced Research placements of GSSM students on campus and with University Scientists | 3.1.1;3.1.2 |
| S.C. State | Higher Education Institute | Summer Advanced Research placements of GSSM students on campus and with University Scientists.  Teacher Training and Engineering partnerships | 3.1.1;3.1.2 |
| College of Charleston | Higher Education Institute | Summer Advanced Research placements of GSSM students on campus and with University Scientists | 3.1.1;3.1.2 |
| S.C. Middle Schools | K-12 Education Institute | Provide Teacher Training and Outreach Programs for teachers and students.  Recruit and partner on educational Initiatives | 3.1.2;3.2.1,3.2.2 |
| S.C. Elementary Schools | K-12 Education Institute | Provide Teacher Training and Outreach Programs for teachers and students.  Recruit and partner on educational Initiatives | 3.1.2;3.2.1,3.2.2 |
| Business/Industry Partnerships | Private Business Organization | Outreach and Residential efforts and support to include Accelerate Engineering, Economics and Finance, Mandarin Chinese Foreign Language Instruction and many others | 3.1.2;3.2.1,3.2.2 |

| Agency Name: | | GOVERNOR'S SCHOOL FOR SCIENCE AND MATHEMATICS | | | | | | |
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**Fiscal Year 2018-2019**
**Accountability Report**

| Agency Code: | H650 | Section: | 001 |
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**Report and External Review Template**

| Item | Is this a Report, Review, or both? | Report or Review Name | Name of Entity Requesting the Report or Conducting Review | Type of Entity | Reporting Frequency | Current Fiscal Year: Submission Date or Review Timeline (MM/DD/YYYY) | Summary of Information Requested in the Report or Reviewed | Method to Access the Report or Information from the Review |
|---|---|---|---|---|---|---|---|---|
| 1 | External Review and Report | Annual State Audit | State Auditor's Office | State | Annually | August - October | Policies and Procedures review, Variances in Line Items, Justifications | Posted on Requesting Agency Website or via direct request |
| 2 | External Review and Report | State Budget Request | Executive Budget Office | State | Annually | 2nd Quarter | Budget Priorities and Justifications | Posted on Requesting Agency Website or via direct request |
| 3 | External Review and Report | S.C. School Report Card | Education Oversight Committee | State | Annually | August - October | Benchmarks and metrics in comparison to public schools | Posted on Requesting Agency Website or via direct request |
| 4 | External Review and Report | State Human Affairs Commission Report to the General Assembly | S.C. Human Affairs Commission | State | Annually | 2nd Quarter | Hiring and Minority Employment Assessment | Posted on Requesting Agency Website or via direct request |
| 5 | Internal Review and Report | SC Governor's School for Science and Mathematics Annual Budget | Board of Trustees | State | Annually | June | Budget Priorities and Justifications - For Approval | Available via Direct Request |