The C-STEM program transforms K-14 computing, science, technology, engineering, and mathematics education in both formal and informal programs, with a focus on Algebra. The C-STEM Math-ICT curriculum provides K-12 students with up to 13 years of computer science education through integrated learning of math and science with hands-on coding, making, and robotics. Previous research studies show that computer science alone does not help students’ math achievement. However, through over a decade of dedicated research and development, C-STEM now has a track record in transforming math education with higher achievement through computing.

C-STEM Success Stories by teachers with no prior coding experience:
http://c-stem.ucdavis.edu/about-us/success

For at-risk and gifted students alike, C-STEM program significantly increases math performance and closes achievement gap:

American Canyon Middle School, American Canyon, CA

100% of C-STEM Integrated Math I students scored “Standards Exceeded” or “Standards Met” on the Common Core Smarter Balanced Test (94% “Standards Exceeded” and 6% “Standards Met.” 37% of students scored the highest score possible), compared to the district wide 33% and school-wide 38%.

Livermore High School, Livermore, CA

In a C-STEM Algebra 1 class consisting of 84% “at-risk” students with a GPA below 2.0, extreme attendance issues, very low socio-economic backgrounds, or identify as foster or migrant education students, students scored an 83% average on the district final exam on Algebra (versus 68% district wide average using the same exam). The course pass rate is 100% with an average course grade 84%.

Hillcrest High School, Riverside, CA

94% of students in C-STEM Integrated Math II were able to earn passing marks, compared to the site average of 61% passing rate in non C-STEM Integrated Math II courses.

Northwest Local School District, Cincinatti, OH

77% of the students in the Applied Math class using C-STEM curriculum passed the 8th grade Math AIR assessment versus 16% of the students in Applied Math who passed in the previous year (not using C-STEM curriculum).

In only one week or less, teachers, through C-STEM Professional Development with hands-on experience, can bring computing and robotics into their classroom teaching.

“Oh my gosh! I barely can contain myself ....sooo fun!!! So challenging and so rewarding at the same time!!!”

Jessica Fernandez
Math Teacher
Glenn Edwards Middle School

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