

C E Murray High

222 C. E. Murray
Greeleyville, South

Grades	7-12 High School	
Enrollment	513 Students	
Principal	Torrance Wilson	843-426-2121
Superintendent	Ralph C. Fennell, Jr.	843-355-5571
Board Chair	Mr. James Darby	843-387-5472

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Good	Excellent*
2007	Below Average	At-Risk
2006	Average	Excellent
2005	Below Average	At-Risk
2004	Average	Excellent

* The School's 2008 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

DEFINITIONS OF DISTRICT RATING TERMS

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

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.

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
3	4	6	5	10

* Ratings are calculated with data available by September 30.

High School Assessment Program(HSAP) Exam Passage Rate: Second Year Student

Percent	Our High School			High Schools with Students Like Ours		
	2006	2007	2008	2006	2007	2008
Passed 2 subtests (%)	73.8	74.7	68.9	57.1	62.3	64.0
Passed 1 subtest (%)	10.7	9.3	16.7	17.0	20.5	16.1
Passed no subtests (%)	15.5	16.0	14.4	36.7	20.5	20.5

HSAP Passage Rate by Spring 2008

Percent	Our High School	High Schools with Students Like Ours
	91.7%	84.5%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	99	93
Number of Diplomas	79	62
Rate	79.8%	60.5%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	57.9	59.1
English 1	36.8	40.7
Physical Science	22.4	26.5
All Tests	40.3	45.1

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

Abbreviations for Missing Data

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

School Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n=513)				
Retention rate	2.5%	Up from 2.0%	10.9%	6.1%
Attendance rate	97.9%	Up from 96.2%	94.3%	95.0%
Eligible for gifted and talented	3.0%	Down from 5.9%	3.2%	8.3%
With disabilities other than speech	19.5%	Up from 18.8%	14.6%	13.0%
Older than usual for grade	10.0%	Up from 4.9%	15.1%	8.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Up from 0.0%	2.6%	1.5%
Enrolled in AP/IB programs	8.1%	Up from 6.7%	3.7%	11.4%
Successful on AP/IB exams	N/A	N/A	13.5%	54.3%
Eligible for LIFE Scholarship	34.7%	Up from 6.2%	22.4%	30.5%
Annual dropout rate	0.0%	Down from 1.2%	3.5%	3.5%
Career/technology students in co-curricular organizations	6.9%	Up from 2.0%	2.2%	3.1%
Enrollment in career/technology courses	276	Down from 282	259	559
Students participating in work-based experiences	20.4%	Down from 100.0%	4.1%	10.6%
Career/technology students attaining technical skills	78.7%	Up from 72.3%	77.9%	79.6%
Career/technology completers placed	100.0%	No Change	96.8%	98.5%
Teachers (n=35)				
Teachers with advanced degrees	62.9%	Down from 66.7%	52.4%	57.4%
Continuing contract teachers	54.3%	Up from 52.8%	55.1%	69.6%
Teachers with emergency or provisional certificates	35.3%	Up from 32.4%	20.0%	8.7%
Teachers returning from previous year	76.7%	Down from 77.8%	78.8%	85.0%
Teacher attendance rate	94.6%	Down from 95.9%	95.0%	95.4%
Average teacher salary	\$41,027	Down 1.9%	\$43,632	\$46,061
Professional development days/teacher	12.1 days	Down from 13.3 days	13.3 days	11.4 days
School				
Principal's years at school	1.0	No Change	2.0	3.0
Student-teacher ratio in core subjects	23.2 to 1	Up from 22.9 to 1	20.0 to 1	25.4 to 1
Prime instructional time	91.1%	Up from 90.4%	87.0%	89.1%
Dollars spent per pupil*	\$7,733	Up 3.9%	\$9,671	\$7,279
Percent of expenditures for teacher salaries*	56.4%	Down from 57.0%	51.5%	55.3%
Percent of expenditures for instruction*	63.4%	Up from 63.2%	61.2%	60.8%
Opportunities in the arts	Good	No Change	Good	Excellent
Parents attending conferences	99.4%	Up from 95.5%	91.2%	94.2%
SACS accreditation	Yes	No Change	Yes	Yes
Character development program	Good	No Change	Good	Good
Modern Language Program Assessment	Average	N/A	Good	Good
Classical Language Program Assessment	N/A	N/A	Average	Average

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Performance By Student Groups

	HSAP Passage Rate by Spring 2008		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	84	91.7%	288	40.3%	99	79.8%	No
Gender							
Male	27	81.5%	142	37.3%	37	70.3%	N/A
Female	57	96.5%	146	43.2%	62	85.5%	N/A
Racial/Ethnic Group							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	81	92.6%	274	40.1%	94	83.0%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	15	60.0%	41	31.7%	19	42.1%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	74	91.9%	252	39.3%	83	79.5%	N/A

* n=number of students on which percentage is calculated. t=number of tests taken.

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Report of Principal and School Improvement Council

C. E. Murray High School is located in Greeleyville, a small rural town in the lower Pee Dee area of South Carolina. We are working diligently to provide our students with the support and encouragement they need to achieve success.

We offer nutritious meals; a safe, clean learning environment; certified professionals who are exemplary role models; a strong curriculum; dedicated leadership; committed youth and community leaders; parenting resources; liaison; concerned guidance and community agency counselors; school-to-work opportunities; the latest technology and an after-school program to aid students with their homework and exit examination preparation; and extra-curricular activities to improve the mind, body, and spirit.

We have made great strides toward our goal of excellence in education. Our students have made consistent gains on state and national assessments. Particularly noteworthy is our SAT improvement. We have been accredited by the Southern Association of Colleges and Schools (SACS) and have met Adequate Yearly Progress (AYP).

We are making excellent progress with our student achievement and continue to focus on involving our parents and community members in our efforts to help our students achieve success while here in high school and beyond high school.

Principal

Torrance Wilson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	33	82	67
Percent satisfied with learning environment	81.3%	68.3%	85.1%
Percent satisfied with social and physical environment	81.8%	69.6%	76.9%
Percent satisfied with school-home relations	68.8%	73.2%	82.8%

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

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No Child Left Behind

School Adequate Yearly Progress

YES

This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

N/A

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality Data

	Our School	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	14.4%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	36.0%	0.0%	No

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HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 52.3% (Proficient and Advanced)

All Students	90	100	16.1	41.4	31	11.5	63.2	55.7	69.7	Yes	Yes
Male	41	100	23.7	39.5	28.9	7.9	57.9	47.9	64.6	N/A	N/A
Female	49	100	10.2	42.9	32.7	14.3	67.3	63.1	74.8	N/A	N/A
White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.6	81.7	I/S	I/S
African American	88	100	16.5	41.2	31.8	10.6	63.5	55.3	53.6	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	83.1	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	59.7	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	65.5	I/S	I/S
Disabled	16	100	71.4	28.6	0	0	21.4	15	25.2	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	40	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47.3	I/S	I/S
Subsized meals	79	100	17.1	35.5	34.2	13.2	64.5	54.7	55.1	Yes	Yes

Mathematics - State Performance Objective = 50.0% (Proficient and Advanced)

All Students	90	100	24.1	42.5	25.3	8	43.7	49.1	67.2	Yes	Yes
Male	41	100	36.8	28.9	28.9	5.3	39.5	47.6	66.3	N/A	N/A
Female	49	100	14.3	53.1	22.4	10.2	46.9	50.5	68	N/A	N/A
White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	55.2	79.6	I/S	I/S
African American	88	100	23.5	42.4	25.9	8.2	44.7	48.6	49.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	88.9	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	60	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	69.5	I/S	I/S
Disabled	16	100	78.6	14.3	7.1	0	7.1	8.9	23.8	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.7	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	54.9	I/S	I/S
Subsized meals	79	100	23.7	40.8	26.3	9.2	47.4	47.8	53.1	Yes	Yes

Physical Science (End-of-Course Performance by Group)

All Students	108	88.9	79.6	6.5	2.8	N/A	I/S	N/A	N/A	N/A	N/A
Male	52	88.5	82.7	5.8	N/A	N/A	I/S	N/A	N/A	N/A	N/A
Female	56	89.3	76.8	7.1	5.4	N/A	I/S	N/A	N/A	N/A	N/A
White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
African American	107	88.8	80.4	6.5	1.9	N/A	I/S	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	15	80.0	80.0	N/A	N/A	N/A	I/S	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	97	87.6	78.4	6.2	3.1	N/A	I/S	N/A	N/A	N/A	N/A

* Adj - Adjusted to account for natural variation in performance.

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Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*
English/Language Arts - State Performance Objective = 52.3% (Proficient and Advanced)										
All Students	2007	77	98.7	15.3	26.4	40.3	18.1	75.0	60.8	70.7
	2008	90	100	16.1	41.4	31	11.5	63.2	55.7	69.7
Mathematics - State Performance Objective = 50.0% (Proficient and Advanced)										
All Students	2007	77	98.7	22.2	27.8	37.5	12.5	61.1	49.4	62.2
	2008	90	100	24.1	42.5	25.3	8	43.7	49.1	67.2

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