

C E MURRAY HIGH

222 C. E. Murray
Greeleyville, South

Grades	7-12 Middle School	
Enrollment	445 Students	
Principal	Janice M. Gamble	843-426-2121
Superintendent	Dr. Yvonne Jefferson-Barnes	843-355-5571
Board Chair	Mr. Kent Evans	843-355-5571

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Below Average	Average
2010	Below Average	At-Risk
2009	Below Average	Average
2008	At-Risk	Below Average
2007	At-Risk	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

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

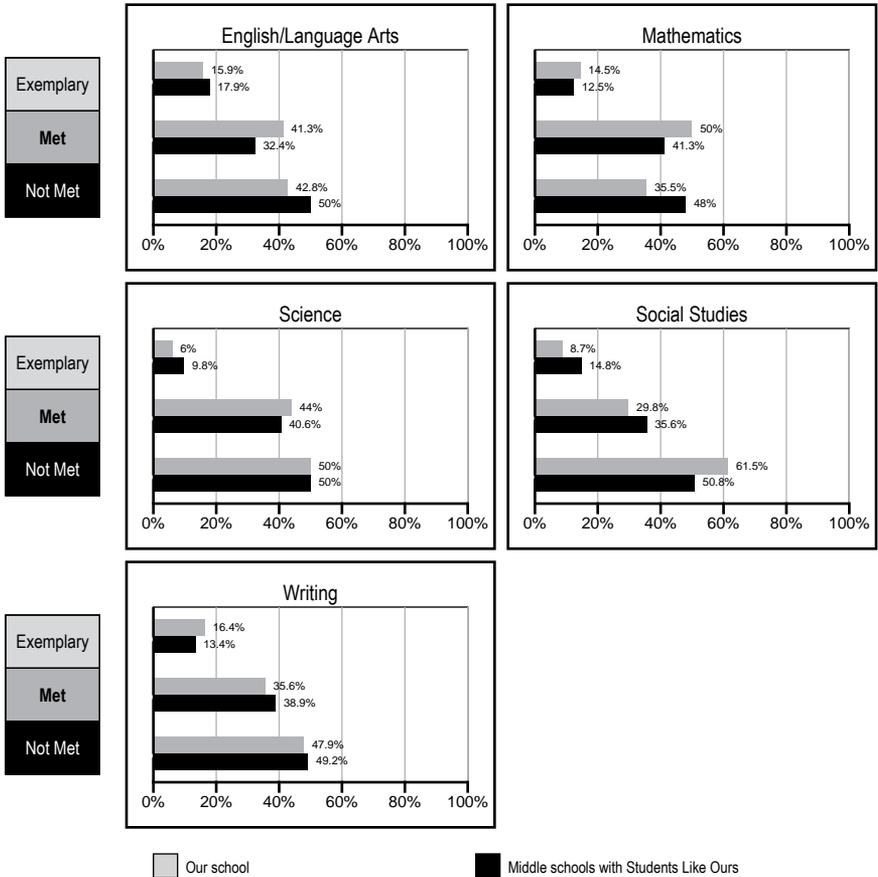
Percent of students tested in 2010-11 whose 2009-10 test scores were located | %

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	18	29	21

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

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

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	95.2%	89.4%
English 1	100.0%	87.7%
Biology 1/Applied Biology 2	N/A	36.8%
Physical Science	N/A	13.4%
US History and the Constitution	N/A	N/A
All Subjects	97.4%	88.6%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=445)				
Students enrolled in high school credit courses (grades 7 & 8)	59.4%	Up from 48.5%	13.9%	24.5%
Retention rate	0.2%	Down from 0.6%	1.0%	0.7%
Attendance rate	96.8%	Down from 97.0%	95.4%	95.9%
Served by gifted and talented program	11.9%	Down from 13.9%	6.8%	17.8%
With disabilities other than speech	14.7%	Down from 17.2%	11.2%	9.2%
Older than usual for grade	10.1%	Down from 13.8%	3.0%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.6%	0.3%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=32)				
Teachers with advanced degrees	65.6%	Up from 64.7%	59.5%	60.0%
Continuing contract teachers	65.6%	Up from 58.8%	69.8%	82.6%
Teachers returning from previous year	84.3%	Down from 85.4%	79.0%	85.6%
Teacher attendance rate	91.7%	Down from 95.2%	95.3%	95.3%
Average teacher salary*	\$42,079	Up 3.0%	\$44,122	\$46,300
Professional development days/teacher	10.1 days	Down from 10.9 days	10.6 days	9.9 days
School				
Principal's years at school	1.0	Down from 3.0	3.0	4.0
Student-teacher ratio in core subjects	22.7 to 1	Up from 22.3 to 1	18.9 to 1	21.5 to 1
Prime instructional time	88.2%	Down from 91.5%	89.6%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	78.0%	Down from 81.0%	97.5%	98.1%
Character development program	Excellent	Up from Good	Good	Good
Dollars spent per pupil**	\$8,043	Down 12.4%	\$9,951	\$7,634
Percent of expenditures for instruction**	65.1%	Up from 62.2%	60.4%	64.0%
Percent of expenditures for teacher salaries**	59.1%	Up from 55.9%	55.9%	61.2%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

C.E. Murray High School, built in 1954, in the small rural community of Greeleyville, is located in Williamsburg County. The school has a long standing history of academic, athletic and cultural excellence. C.E. Murray High School staff members are highly qualified caring individuals that provide a safe, clean, and academically enriched environment for our children. The school's primary goal is to ensure that all students who graduate are college and career ready. We have fully implemented the High Schools That Work and Making Middle Grades Work comprehensive academic programs. C.E. Murray is accredited by AdvanceED and offers twelve career clusters and twenty-six majors within those career clusters. C.E. Murray High School was one of nineteen South Carolina schools recognized as a bronze school in the nation and has been recognized as a state Palmetto award winner for both student performance and closing the achievement gap. Numerous extra-curricular activities to assist in the social development of our students and hone their leadership skills are provided. Our accomplishments for the 2010-2011 school year include: ensured that all staff members participated in meaningful professional development sessions such as, the use of data, to enhance student achievement; provided incentives for student achievement; provided career shadowing and transition opportunities for all students; afford students the opportunity to graduate on time by offering virtual school and credit recovery courses along with counseling; facilitated sessions through the GEAR-UP program for all seniors to enroll in college; and provided productive after school tutoring sessions based on state academic standards for all students. C.E. Murray High School students received recognition in the following areas: regional and state athletic awards in cheerleading, golf, basketball, track and football; regional and state awards in the area of Career and Technology Education; and competed successfully in various band competitions taking five first place awards. In addition, the 2011 graduating class received in excess of \$968,912.00 in scholarships. We will continue to foster parental and community support to meet our continuous school improvement efforts by hosting numerous events such as: Family Institute, monthly PTSA and SICA meetings, IGP conferences, Career and Health Fairs, and monthly parenting programs on topics requested by parents such as Bullying and How to Have Successful Parenting Conferences. Although student achievement and motivation, along with building meaningful productive parental and community relationships, remain challenges for the school, we are making progress in the area of student achievement and will continue to focus on involving our parents and community members in our efforts to provide meaningful and appropriate educational experiences that will maximize the full potential of all students and prepare them to be responsible citizens and lifelong learners in this global society. We are grateful that the faculty, staff and community are supporting our students and providing encouragement for their continuous success in today's world.

Janice Murray Gamble, Ed.D, Principal
Mrs. Orthello Joseph, SICA

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	N/A	N/A	N/A
Percent satisfied with learning environment	N/A	N/A	N/A
Percent satisfied with social and physical environment	N/A	N/A	N/A
Percent satisfied with school-home relations	N/A	N/A	N/A

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

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School Adequate Yearly Progress

NO

This school met 6 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

CSI

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. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
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 and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	9.6%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	24.5%	0.0%	No
Student attendance rate	96.8%	94.0%**	Yes

* Or greater than last year

Abbreviations for Missing Data

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	148	99.3	42.3	41.6	16.1	70.1	71.2	82.4	No	Yes
Gender										
Male	81	98.8	45.2	38.4	16.4	65.8	65.4	78.7	N/A	N/A
Female	67	100	39.1	45.3	15.6	75	77.5	86.2	N/A	N/A
Racial/Ethnic Group										
White	6	I/S	I/S	I/S	I/S	I/S	76.8	88.9	I/S	I/S
African American	142	99.3	42	41.2	16.8	71	70.7	72.9	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	86.7	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	83	I/S	I/S
Disability Status										
Disabled	19	94.7	77.8	16.7	5.6	22.2	35.6	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	134	99.3	42.9	42.9	14.3	69	70.2	75.4	No	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	148	99.3	35	50.4	14.6	75.2	67.7	81.9	No	Yes
Gender										
Male	81	98.8	45.2	37	17.8	63	63.9	79.9	N/A	N/A
Female	67	100	23.4	65.6	10.9	89.1	71.9	84.1	N/A	N/A
Racial/Ethnic Group										
White	6	I/S	I/S	I/S	I/S	I/S	71.8	88.9	I/S	I/S
African American	142	99.3	34.4	51.1	14.5	76.3	67.3	71.4	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	94.6	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	80	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	84.4	I/S	I/S
Disability Status										
Disabled	19	94.7	N/AV	N/AV	N/AV	27.8	29.6	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	134	99.3	35.7	50.8	13.5	75.4	66.8	74.9	No	Yes

* Adjusted to account for natural variation in performance.

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	107	100	50	44	6	50	46.3	68.6
Gender								
Male	58	100	46.2	44.2	9.6	53.8	47.1	68.3
Female	49	100	54.2	43.8	2.1	45.8	45.4	68.9
Racial/Ethnic Group								
White	2	I/S	I/S	I/S	I/S	I/S	53.7	80.7
African American	105	100	49	44.9	6.1	51	45.7	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	85.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	66.7	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	70.8
Disability Status								
Disabled	11	100	N/AV	N/AV	N/AV	27.3	22.4	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	60.7
Socio-Economic Status								
Subsidized meals	98	100	51.6	43	5.4	48.4	45	57.3
Social Studies								
All Students	109	99.1	61.2	30.1	8.7	38.8	49.6	72.5
Gender								
Male	60	98.3	58.9	30.4	10.7	41.1	48.8	72
Female	49	100	63.8	29.8	6.4	36.2	50.5	73.1
Racial/Ethnic Group								
White	5	I/S	I/S	I/S	I/S	I/S	54.5	81
African American	104	99	61.2	29.6	9.2	38.8	49.1	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	89
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	73.5
Disability Status								
Disabled	15	93.3	71.4	21.4	7.1	28.6	29.7	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	69.7
Socio-Economic Status								
Subsidized meals	99	99	64.2	28.4	7.4	35.8	48.7	62.9

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	77	98.7	47.2	36.1	16.7	52.8	67.4	73.2	97.5	95.9
Gender										
Male	42	100	53.8	30.8	15.4	46.2	61.9	67.2	97.3	95.8
Female	35	97.1	39.4	42.4	18.2	60.6	73	79.4	97.7	96
Racial/Ethnic Group										
White	5	I/S	I/S	I/S	I/S	I/S	65.9	81.5	92.8	92
African American	72	98.6	44.8	37.3	17.9	55.2	67.7	61.3	97.7	96.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	N/A	94.2
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.7	N/A	95.5
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	91.9
Disability Status										
Disabled	12	100	N/AV	N/AV	N/AV	8.3	19.8	26	94.8	94.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	97
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	65.7	N/A	96.8
Socio-Economic Status										
Subsidized meals	68	98.5	49.2	35.4	15.4	50.8	66.5	63.2	97.4	95.9

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	76	98.7	32.9	44.3	22.9	67.1
	8	86	100	67.9	22.2	9.9	32.1
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	68	100	37.9	43.9	18.2	62.1
	8	80	98.8	46.5	39.4	14.1	53.5
Mathematics							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	76	98.7	41.4	42.9	15.7	58.6
	8	86	100	42	44.4	13.6	58
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	68	100	50	40.9	9.1	50
	8	80	98.8	21.1	59.2	19.7	78.9
Science							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	75	100	38.6	55.7	5.7	61.4
	8	42	97.6	78.9	15.8	5.3	21.1
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	68	100	54.5	40.9	4.5	45.5
	8	39	100	41.2	50	8.8	58.8

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	75	100	47.1	41.4	11.4	52.9
	8	44	100	62.8	27.9	9.3	37.2
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	68	100	74.2	22.7	3	25.8
	8	41	97.6	37.8	43.2	18.9	62.2
Writing							
2010	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/AV	35.3	50	14.7	64.7
	8	N/A	N/AV	53.8	38.8	7.5	46.3
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	77	98.7	47.2	36.1	16.7	52.8

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