

C E MURRAY HIGH

222 C. E. Murray
Greeleyville, South

Grades	7-12 High 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	Average	Excellent*
2010	Below Average	At-Risk
2009	Below Average	At-Risk
2008	Good	Excellent
2007	Below Average	At-Risk

* The School's 2011 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 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>

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS

Excellent	Good	Average	Below Average	At-Risk
2	2	7	7	11

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

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

Percent	Our High School			High Schools with Students Like Ours		
	2009	2010	2011	2009	2010	2011
Passed 2 subtests (%)	61.4%	76.2%	77.9%	58.5%	58.4%	56.9%
Passed 1 subtest (%)	25.0%	10.7%	15.6%	20.6%	19.3%	22.5%
Passed no subtests (%)	13.6%	13.1%	6.5%	23.7%	24.7%	23.0%

HSAP Passage Rate by Spring 2011

Percent	Our High School	High Schools with Students Like Ours
	86.6%	77.5%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010*	2011	2010	2011
Number of Students in Four-Year Cohort	94	93	123	100
Number of Graduates in Cohort	67	71	77	63
Rate	71.3%	76.3%	58.9%	59.6%

*Used to calculate current AYP.

Five-Year Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010	2011	2010	2011
Number of Students in Cohort	N/A	94	N/A	108
Number of Graduates in Cohort	N/A	71	N/A	69
Rate	N/A	75.5%	N/A	58.4%

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	39.4%	53.3%
English 1	34.4%	46.3%
Biology 1/Applied Biology 2	62.5%	39.7%
Physical Science	34.7%	35.3%
US History and the Constitution	16.1%	23.9%
All Tests	37.1%	38.1%

* 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=445)				
Retention rate	0.2%	Down from 0.6%	4.4%	3.4%
Attendance rate	96.8%	Down from 97.0%	94.5%	95.0%
Served by gifted and talented program	11.9%	Down from 13.9%	4.2%	12.4%
With disabilities other than speech	14.7%	Down from 17.2%	12.5%	9.9%
Older than usual for grade	10.1%	Down from 13.8%	10.2%	7.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.6%	1.7%	0.9%
Enrolled in AP/IB programs	2.6%	Up from 0.0%	3.8%	13.0%
Successful on AP/IB exams	N/A	N/A	13.9%	51.7%
Eligible for LIFE Scholarship	10.1%	Down from 26.0%	24.7%	30.1%
Annual dropout rate	0.0%	Down from 0.9%	2.1%	2.5%
Career/technology students in co-curricular organizations	9.6%	Up from 6.0%	3.8%	2.9%
Enrollment in career/technology courses	275	Up from 271	201	419
Students participating in work-based experiences	26.5%	Down from 98.3%	0.0%	7.2%
Career/technology students attaining technical skills	71.6%	Up from 71.1%	81.8%	83.0%
Career/technology completers placed	97.0%	Down from 98.4%	96.2%	98.4%
Teachers (n=32)				
Teachers with advanced degrees	65.6%	Up from 64.7%	60.0%	61.1%
Continuing contract teachers	65.6%	Up from 58.8%	67.7%	80.6%
Teachers returning from previous year	84.3%	Down from 85.4%	79.1%	86.5%
Teacher attendance rate	91.7%	Down from 95.2%	95.1%	95.5%
Average teacher salary*	\$42,079	Up 3.0%	\$43,525	\$46,884
Professional development days/teacher	10.1 days	Down from 10.9 days	10.1 days	10.0 days
School				
Principal's years at school	1.0	Down from 3.0	2.0	4.0
Student-teacher ratio in core subjects	22.7 to 1	Up from 22.3 to 1	20.0 to 1	26.5 to 1
Prime instructional time	88.2%	Down from 91.5%	88.7%	89.3%
Dollars spent per pupil**	\$8,043	Down 12.4%	\$10,626	\$7,804
Percent of expenditures for teacher salaries**	59.1%	Up from 55.9%	55.8%	58.0%
Percent of expenditures for instruction**	65.1%	Up from 62.2%	58.8%	60.6%
Opportunities in the arts	Good	No Change	Good	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	78.0%	Down from 81.0%	97.3%	97.3%
Character development program	Excellent	Up from Good	Good	Good
Modern language program assessment	N/A	N/A	Average	Good
Classical language program assessment	N/A	N/A	N/A	Good

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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

Performance By Student Groups

	HSAP Passage Rate by Spring 2011		End of Course Tests Passage Rate		On-time Graduation Rate, 2010 For AYP		
	n	%	t	%	n	%	Met AYP Objective
All Students	82	86.6%	369	37.1%	94	71.3%	No
Gender							
Male	37	83.8%	183	35.5%	46	60.9%	N/A
Female	45	88.9%	182	39.6%	48	81.3%	N/A
Racial/Ethnic Group							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	80	87.5%	351	37.0%	92	71.7%	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	14	64.3%	50	8.0%	15	40.0%	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	85.1%	318	37.7%	82	68.3%	N/A

NOTE: 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, 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	32	78	39
Percent satisfied with learning environment	84.4%	72.7%	74.4%
Percent satisfied with social and physical environment	78.1%	73.1%	74.4%
Percent satisfied with school-home relations	54.8%	80.5%	70.3%

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

	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

Abbreviations for Missing Data

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)											
All Students	78	97.4	5.6	43.1	36.1	15.3	58.3	48.7	68.0	No	Yes
Male	41	95.1	8.1	51.4	27.0	13.5	51.4	44.4	63.1	N/A	N/A
Female	37	100.0	2.9	34.3	45.7	17.1	65.7	53.1	73.1	N/A	N/A
White	0	N/A	N/A	N/A	N/A	N/A	N/A	50.0	79.4	I/S	I/S
African American	77	97.4	5.6	43.7	35.2	15.5	57.7	48.1	51.7	No	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	62.8	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	66.4	I/S	I/S
Disabled	10	100.0	40.0	50.0	10.0	N/A	20.0	8.8	22.8	I/S	I/S
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	45.1	I/S	I/S
Subsidized meals	65	96.9	5.0	40.0	40.0	15.0	60.0	48.2	54.7	No	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)											
All Students	78	97.4	22.2	47.2	22.2	8.3	47.2	40.9	62.3	No	Yes
Male	41	95.1	24.3	48.6	24.3	2.7	45.9	37.0	61.4	N/A	N/A
Female	37	100.0	20.0	45.7	20.0	14.3	48.6	44.9	63.2	N/A	N/A
White	0	N/A	N/A	N/A	N/A	N/A	N/A	40.0	75.3	I/S	I/S
African American	77	97.4	22.5	47.9	21.1	8.5	46.5	40.5	42.9	No	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	84.3	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	59.4	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	64.1	I/S	I/S
Disabled	10	100.0	70.0	30.0	N/A	N/A	10.0	5.9	21.5	I/S	I/S
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	47.1	I/S	I/S
Subsidized meals	65	96.9	21.7	48.3	20.0	10.0	45.0	38.8	48.5	No	Yes

Biology 1/Applied Biology 2 (End-of-Course Test Performance by Group)											
All Students	78	94.9	64.9	23.0	9.5	2.7	12.2	N/A	N/A	N/A	N/A
Male	41	92.7	63.2	26.3	10.5	N/A	N/A	N/A	N/A	N/A	N/A
Female	37	97.3	66.7	19.4	8.3	5.6	13.9	N/A	N/A	N/A	N/A
White	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	77	94.8	65.8	21.9	9.6	2.7	12.3	N/A	N/A	N/A	N/A
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	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	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	10	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	65	95.4	66.1	22.6	8.1	3.2	11.3	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)										
All Students	2010	86	95.3	15.6	29.9	44.2	10.4	63.6	48.9	65.9
	2011	78	97.4	5.6	43.1	36.1	15.3	58.3	48.7	68.0
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)										
All Students	2010	86	96.5	17.9	42.3	29.5	10.3	56.4	47.7	62.3
	2011	78	97.4	22.2	47.2	22.2	8.3	47.2	40.9	62.3

* Adjusted to account for natural variation in performance.

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