



## C.E. Murray High School

212 C.E. Murray Blvd  
Greeleyville, SC 29056

<b>Grades</b>	9-12 High School	
<b>Enrollment</b>	436 Students	
<b>Principal</b>	Dr. Janice Murray Gamble	843-426-2121
<b>Superintendent</b>	Dr. Yvonne Jefferson-Barnes	843-355-5571
<b>Board Chair</b>	Mrs. Barbara McKenzie	843-372-8594

# THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2013</b>	<b>Excellent</b>	<b>Good*</b>
2012	Good	Excellent
2011	Average	Excellent
2010	Below Average	At-Risk
2009	Below Average	At-Risk

\* The School's 2013 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://www.eoc.sc.gov>

**ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS**

Excellent	Good	Average	Below Average	At-Risk
7	5	11	5	9

\* Ratings are calculated with data available by 12/14/2013.

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

Percent	Our High School			High Schools with Students Like Ours		
	2011	2012	2013	2011	2012	2013
Passed 2 subtests (%)	77.9%	64.1%	74.0%	56.9%	65.7%	65.9%
Passed 1 subtest (%)	15.6%	16.7%	16.4%	22.5%	18.2%	18.9%
Passed no subtests (%)	6.5%	19.2%	9.6%	23.0%	18.8%	17.4%

**HSAP Passage Rate by Spring 2013**

Percent	Our High School	High Schools with Students Like Ours
	95.7%	79.5%

**Four-Year Cohort Graduation Rate**

	Our High School		High Schools with Students Like Ours	
	2012*	2013	2012	2013
Number of Students in Four-Year Cohort	77	79	107	98
Number of Graduates in Cohort	65	69	73	70
Rate	84.4%	87.3%	62.9%	64.7%

\*Used to calculate current ESEA/Federal Accountability Grade.

**Five-Year Graduation Rate**

	Our High School		High Schools with Students Like Ours	
	2012	2013	2012	2013
Number of Students in Cohort	93	76	112	105
Number of Graduates in Cohort	72	66	78	76
Rate	77.4%	86.8%	67.2%	66.6%

**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	42.9%	59.0%
English 1	48.8%	51.1%
Biology 1/Applied Biology 2	81.5%	56.1%
US History and the Constitution	40.0%	34.1%
All Tests	56.3%	49.6%

\* 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
<b>Students (n=436)</b>				
Retention rate	1.4%	Up from 0.9%	3.8%	2.9%
Attendance rate	97.4%	Down from 97.8%	93.3%	95.1%
Served by gifted and talented program	11.8%	N/A	8.0%	17.5%
With disabilities	13.9%	N/A	15.1%	11.9%
Older than usual for grade	9.6%	N/A	11.2%	7.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Down from 1.1%	2.4%	1.1%
Enrolled in AP/IB programs	0.0%	No Change	5.0%	15.1%
Successful on AP/IB exams	N/A	N/A	35.0%	51.5%
Eligible for LIFE Scholarship	24.0%	Up from 8.3%	26.3%	30.6%
Annual dropout rate	0.0%	Down from 0.3%	1.5%	2.3%
Career/technology students in co-curricular organizations	22.4%	Up from 7.4%	6.1%	7.2%
Enrollment in career/technology courses	205	Up from 199	204	418
Students participating in work-based experiences	34.6%	Up from 16.5%	8.6%	14.6%
Career/technology students attaining technical skills	84.9%	Up from 81.4%	83.7%	84.8%
Career/technology completers placed	96.7%	Down from 98.4%	96.6%	98.3%
<b>Teachers (n=29)</b>				
Teachers with advanced degrees	58.6%	Down from 69.0%	58.5%	63.4%
Continuing contract teachers	62.1%	Down from 72.4%	69.0%	78.8%
Teachers returning from previous year	76.8%	Down from 81.4%	78.1%	86.2%
Teacher attendance rate	94.1%	Down from 96.1%	95.5%	95.2%
Average teacher salary*	\$42,409	Up 2.0%	\$44,101	\$48,699
Professional development days/teacher	15.3 days	Up from 10.3 days	9.4 days	9.9 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	3.0	3.0
Student-teacher ratio in core subjects	25.7 to 1	Down from 26.3 to 1	18.5 to 1	26.9 to 1
Prime instructional time	90.8%	Down from 93.6%	88.0%	89.0%
Dollars spent per pupil**	\$8,677	Up 2.7%	\$11,323	\$7,919
Percent of expenditures for teacher salaries**	54.0%	Down from 55.4%	54.0%	57.0%
Percent of expenditures for instruction**	59.0%	Down from 59.8%	59.0%	60.0%
Opportunities in the arts	Good	No Change	Good	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	95.3%	Up from 90.2%	98.4%	97.7%
Character development program	Below Average	Down from Average	Good	Good
Modern language program assessment	N/A	N/A	10.0	11.0
Classical language program assessment	N/A	N/A	N/A	15.0

\* 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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## Performance By Student Groups

	HSAP Passage Rate by Spring 2013		End of Course Tests Passage Rate		On-time Graduation Rate, 2013	
	n	%	t	%	n	%
All Students	70	95.7%	238	56.3%	79	87.3%
<b>Gender</b>						
Male	35	94.3%	121	52.9%	43	83.7%
Female	35	97.1%	117	59.8%	36	91.7%
<b>Racial/Ethnic Group</b>						
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	69	95.7%	234	56.0%	76	86.8%
Asian/Pacific Islander	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
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>						
Disabled	N/A	N/A	29	13.8%	10	70.0%
<b>Migrant Status</b>						
Migrant	N/A	N/A	N/A	N/A	N/A	N/A
<b>English Proficiency</b>						
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
<b>Socio-Economic Status</b>						
Subsidized meals	59	96.6%	214	56.5%	63	88.9%

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 is located in Greeleyville, SC. The school has a history of academic, athletic and cultural excellence. C.E. Murray High School staff members are highly qualified caring individuals who provide a safe, clean, and academically enriched environment for our children. Our goal is to ensure that all students, who graduate from C.E. Murray High School, is college and career ready. We have fully implemented the High Schools That Work and Making Middle Grades Work comprehensive academic programs and accredited by AdvanceED. Our students have made consistent gains on state assessments over the past three years. During the 2011-12 school year the school was recognized as a state Palmetto Gold and Silver award winner for both student performance and closing the achievement gap. During the 2012-2013 school year, C.E. Murray High School received the Palmetto Gold award based on general performance. C.E. Murray High School was recognized as one of Channel 2 News "Cool School" for its mentoring and character education programs. A few noted accomplishments for the 2012-2013 school year include: recipient of the 21st Century Afterschool Program Grant for 7th – 12th grade students and the Santee Electric Bright Ideas Grant; one student was recognized as a Girl Scout Honorary Legislative Page; several students won numerous district and state awards for their artwork; several clubs and organizations received numerous commendations and awards for donating/volunteering for Foster Care Agencies and Nursing homes, sponsoring Toys for Tots and the Pennies for Patience Campaign, Community Health Fair, Parenting Summits, repairing HVAC units in the community, and supporting the Vital Aging and Red Cross Blood Drive; FBLA students placed 1st-4th place in both district and state competitions. These students will travel to the FBLA National Convention to represent the state; the school's JROTC program earned the Army's "Honor Unit with Distinction" award and placed in every event at the regional drill meets; our Junior High Girls' Basketball team won the Sixth District Championship. Although consistency in student achievement and motivation, along with building meaningful enduring productive parental and community relationships, remain challenges for the school, we are making progress in these areas. We will continue to focus on involving our parents and community members in our efforts to provide meaningful and appropriate educational experiences that will prepare our children to be responsible citizens and lifelong learners in this global technology rich society. We embrace the concept that all students can learn when given the opportunity and time to engage in relevant, current challenging, and appropriate academic environment that will meet their present and future needs.

Dr. Janice Murray Gamble, Principal  
Mrs. Orthello Joseph, School Improvement Council President

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	31	78	46
Percent satisfied with learning environment	80.7%	59%	76.1%
Percent satisfied with social and physical environment	83.9%	72.8%	71.8%
Percent satisfied with school-home relations	67.7%	80.8%	81.4%

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

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## ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

<b>Overall Weighted Points Total</b>	<b>58.9</b>
<b>Overall Grade Conversion</b>	<b>F</b>

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

## Accountability Indicator for Title I Schools

C.E. Murray High School school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

## Teacher Quality Data

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	2.3%
Classes in high poverty schools not taught by highly qualified teachers	15.5%	4.9%

  

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	21.9%	0.0%	No

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## Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested	Graduation Rate
<b>Grades 9-12</b>							
All Students	232.3	223.3	75.1	64.1	98.6	100.0	84.4
Male	230.3	219.9	74.6	64.7	97.3	100.0	84.8
Female	234.2	226.6	75.8	N/A	100.0	100.0	83.9
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	232.7	223.6	75.0	64.1	98.6	100.0	85.5
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
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	30.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	231.8	223.8	74.5	63.9	98.4	100.0	82.8
Annual Measurable Objective (AMO)	226	223	77	73	95.0	95	74.1

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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*
<b>English/Language Arts</b>								
All Students	2012	80	96.3	18.2	44.2	31.2	6.5	37.7
	2013	73	98.6	8.3	34.7	30.6	26.4	56.9
<b>Mathematics</b>								
All Students	2012	80	97.5	35.9	34.6	20.5	9.0	29.5
	2013	73	100.0	26.0	27.4	35.6	11.0	46.6

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