



MORNINGSIDE MIDDLE

1999 Singley Lane
North Charleston, SC

Grades	6-8 Middle School	
Enrollment	497 Students	
Principal	Kala Goodwine and Dr.	843-745-2000
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mrs. Ruth Jordan	843-345-4529

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	At-Risk	At-Risk
2009	At-Risk	Below Average
2008	At-Risk	Below Average
2007	At-Risk	Below Average
2006	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 GOAL

By 2010, SC'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.

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.

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

Percent of students tested in 2009-10 whose 2008-09 test scores were located

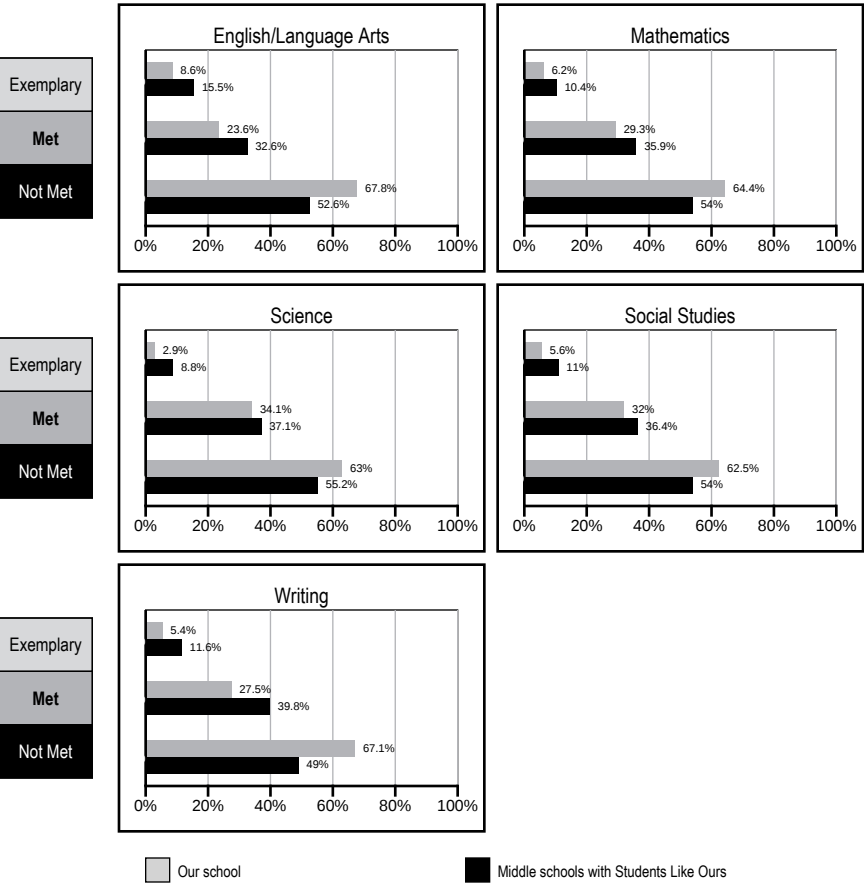
95.1%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	4	23	21

* Ratings are calculated with data available by 03/09/2011.

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	75.0%	87.8%
English 1	100.0%	89.8%
Physical Science	0.0%	42.1%
US History and the Constitution	N/A	N/A
All Subjects	73.5%	87.5%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=497)				
Students enrolled in high school credit courses (grades 7 & 8)	9.6%	Up from 8.4%	13.7%	24.2%
Retention rate	1.8%	Down from 6.0%	1.1%	0.7%
Attendance rate	93.2%	Up from 92.0%	95.4%	95.9%
Eligible for gifted and talented	5.1%	Up from 0.0%	5.1%	16.4%
With disabilities other than speech	10.3%	Down from 17.1%	14.8%	12.0%
Older than usual for grade	3.8%	Down from 7.9%	4.9%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	17.3%	Up from 16.3%	0.4%	0.5%
Annual dropout rate	3.0%	Up from 1.1%	0.0%	0.0%
Teachers (n=80)				
Teachers with advanced degrees	48.8%	Down from 50.6%	57.0%	58.5%
Continuing contract teachers	58.8%	Down from 62.0%	66.0%	80.0%
Teachers with emergency or provisional certificates	11.1%	Down from 14.1%	11.3%	4.0%
Teachers returning from previous year	71.8%	Down from 73.0%	76.9%	84.6%
Teacher attendance rate	97.1%	Up from 93.3%	95.4%	95.4%
Average teacher salary*	\$43,806	Down 2.7%	\$44,863	\$46,561
Professional development days/teacher	10.0 days	Up from 6.4 days	10.4 days	10.2 days
School				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio in core subjects	17.3 to 1	Up from 13.3 to 1	16.3 to 1	21.1 to 1
Prime instructional time	89.4%	Up from 84.2%	89.6%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	74.9%	Up from 68.6%	97.1%	98.1%
Character development program	Excellent	Up from Good	Good	Good
Dollars spent per pupil**	\$7,452	Down 2.9%	\$10,588	\$7,802
Percent of expenditures for instruction**	64.5%	Up from 60.3%	60.2%	63.8%
Percent of expenditures for teacher salaries**	56.4%	Up from 54.1%	55.5%	60.0%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Morningside Middle School (MMS) became a pioneer among South Carolina's public schools this year by creating two single-gender learning environments under one roof. The female academy is called "EXCEL Academy" - Excellence in Creativity and Educational Leadership. The male academy is called "ARMS Academy" - Advancement and Refinement of Men for Society. Students continue to have opportunities to participate in co-ed activities like tutoring, academic competitions, and incentive socials. Exploratory teachers teach both males and females at different times during the school day. The research on single-gender education is very positive, and we have seen great results.

Morningside Middle School (MMS) continues to make systemic progress. Our accomplishments are both academic and behavioral due to the programs we have put in place, such as: literacy and math support classes, student intervention committee (CORE team), and the Positive Behavior Intervention Support (PBIS). We have maintained a strong School Improvement Council (SIC) and established a Parent Teacher Association (PTA). Curriculum and instructional support was sustained with our ongoing professional development. Most specifically, teachers benefited from our collaboration with Johns Hopkins University Talent Development Middle Grades Program, which provides our teachers professional development in the implementation of reading strategies best suited for struggling readers.

This year's major school focus is literacy. In order to support our efforts to raise the reading level of every student, we implemented reading courses four days per week. In the fall, all of our students were administered the AIMS Web Oral Reading Fluency assessment to determine individual needs. Three major levels of intervention were needed in order to address the needs of all of our students. Students were then assigned to appropriate reading interventions in order to help increase their fluency and comprehension. We also added a reading support class as an addition to grade level English Language Arts class. Students who need assistance in math are also able to take a math support class in addition to their grade level math class.

While we continue to strive for academic success, Morningside Middle School (MMS) also works to develop the whole child. Each student is matched with an adult staff member as part of an advisory program wherein students work on character traits, study skills, organization, and building relationships. We are proud to offer over 20 clubs and activities for students. We promote leadership by offering a leadership class and a well-rounded athletic program that encourages healthy competition. At MMS, Excellence is our Standard!

Ms. Kala T. Goodwin, Principal, EXCEL Academy
Dr. Joseph Williams, Principal, ARMS Academy
Mr. George White, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	34	108	42
Percent satisfied with learning environment	38.2%	59.8%	74.4%
Percent satisfied with social and physical environment	52.9%	65.7%	75.0%
Percent satisfied with school-home relations	8.8%	68.2%	76.9%

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

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 Adequate Yearly Progress

NO

This school met 9 out of 17 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

R

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	3.8%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	8.6%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.6%	0.0%	No
Student attendance rate	93.2%	94.0%*	Yes

* Or greater than last year

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
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	492	99.8	67.1	24.2	8.8	49.1	85	83.5	No	Yes
Gender										
Male	273	100	76.2	17.4	6.4	40	81.6	80.1	N/A	N/A
Female	219	99.5	55.6	32.6	11.8	60.4	88.5	87	N/A	N/A
Racial/Ethnic Group										
White	26	100	45	40	15	70	95.3	89.6	I/S	I/S
African American	436	99.8	68.9	22.7	8.4	47.5	75.2	74.6	No	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	96.1	92.7	I/S	I/S
Hispanic	28	100	50	38.9	11.1	55.6	80.1	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	98.1	85.1	I/S	I/S
Disability Status										
Disabled	65	100	86.5	11.5	1.9	28.8	49	51.7	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	23	100	52.9	41.2	5.9	52.9	80.2	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	466	99.8	67.5	23.5	9	49.3	76.4	76.9	No	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	492	99.8	64.7	29.6	5.7	46	81	80.4	No	Yes
Gender										
Male	273	100	73.6	21.7	4.7	37.4	78.9	78.4	N/A	N/A
Female	219	99.5	53.5	39.6	7	56.7	83.2	82.5	N/A	N/A
Racial/Ethnic Group										
White	26	100	35	50	15	85	94.5	87.8	I/S	I/S
African American	436	99.8	67.1	27.7	5.2	43.3	68	69.3	No	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	96.1	93.5	I/S	I/S
Hispanic	28	100	44.4	50	5.6	61.1	77.2	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	94.4	83.2	I/S	I/S
Disability Status										
Disabled	65	100	88.5	9.6	1.9	21.2	43.8	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	23	100	N/A	N/A	N/A	58.8	77.6	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	466	99.8	64.8	29.8	5.5	45.8	70.2	72.8	No	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	327	100	62.2	34.9	2.9	37.8	67.4	67.3
Gender								
Male	182	100	71.6	26.5	1.9	28.4	66.2	66.9
Female	145	100	50.4	45.5	4.1	49.6	68.5	67.7
Racial/Ethnic Group								
White	17	100	28.6	57.1	14.3	71.4	89	79.6
African American	295	100	64.5	33.2	2.3	35.5	46.7	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	86.7	84.4
Hispanic	14	100	I/S	I/S	I/S	I/S	58.7	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	86.8	69.5
Disability Status								
Disabled	44	100	N/A	N/A	N/A	17.1	29.2	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	58.2	58.6
Socio-Economic Status								
Subsidized meals	311	100	62.3	35.1	2.6	37.7	49.3	55.4

Social Studies

All Students	316	99.1	61.6	32.8	5.5	38.4	73.8	70.9
Gender								
Male	173	98.8	65.1	29.5	5.4	34.9	72.3	70.1
Female	143	99.3	57.4	36.9	5.7	42.6	75.3	71.7
Racial/Ethnic Group								
White	15	100	25	58.3	16.7	75	90.1	79.2
African American	280	99.6	65.3	30.6	4.1	34.7	58.4	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	89.3	86.8
Hispanic	19	89.5	30.8	46.2	23.1	69.2	66.6	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	88.6	71.2
Disability Status								
Disabled	41	95.1	72.7	24.2	3	27.3	38.9	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	16	87.5	33.3	50	16.7	66.7	66.7	68
Socio-Economic Status								
Subsidized meals	301	99	61.9	33.1	5.1	38.1	60.2	60.8

Abbreviations for Missing Data

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

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	209	97.6	67.1	27.6	5.4	32.9	75	72.1	91.7	95.7
Gender										
Male	3	I/S	77.8	18.8	3.3	22.2	69.1	65.2	90.4	95.5
Female	206	99	53.4	38.6	7.9	46.6	81	79.2	93.3	95.8
Racial/Ethnic Group										
White	10	I/S	57.9	31.6	10.5	42.1	91	80.8	91.2	95.8
African American	190	99	67.5	27.4	5.1	32.5	60.2	59.7	91.5	95.5
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.2	87	98.3	97
Hispanic	9	I/S	64.7	29.4	5.9	35.3	63.7	64.6	94	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	89.1	73.4	N/A	95.6
Disability Status										
Disabled	17	70.6	N/AV	N/AV	N/AV	8.5	28.4	27.7	90.9	94.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.7
English Proficiency										
Limited English Proficient	6	I/S	68.8	25	6.3	31.3	63.5	63.7	94.5	96.3
Socio-Economic Status										
Subsidized meals	190	97.4	67.7	27.3	5	32.3	61.1	61.9	91.6	95.2

Abbreviations for Missing Data

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	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	136	100	56.5	36.3	7.3	43.5
	7	140	100	50.4	38.2	11.4	49.6
	8	133	100	60	29	11	40
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	177	100	56.9	34	9.2	43.1
	7	156	99.4	70	22.3	7.7	30
	8	159	100	75.5	15.1	9.4	24.5
Mathematics							
2009	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	136	100	56.5	40.3	3.2	43.5
	7	140	98.6	53.7	41.5	4.9	46.3
	8	133	100	79	17	4	21
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	177	100	53.6	39.2	7.2	46.4
	7	156	99.4	66.2	28.5	5.4	33.8
	8	159	100	75.5	20.1	4.3	24.5
Science							
2009	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	73	98.6	67.2	29.9	3	32.8
	7	135	100	45.8	50.8	3.3	54.2
	8	64	100	N/AV	N/AV	N/AV	29.4
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	88	100	N/A	N/A	N/A	26.7
	7	154	100	57.4	41.1	1.6	42.6
	8	85	100	59.5	32.4	8.1	40.5

Abbreviations for Missing Data

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

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	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	65	100	32.8	56.9	10.3	67.2
	7	140	99.3	34.7	36.3	29	65.3
	8	70	100	55.1	36.7	8.2	44.9
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	89	98.9	46.8	49.4	3.8	53.2
	7	154	99.4	71.1	22.7	6.3	28.9
	8	73	98.6	60.9	32.8	6.3	39.1
Writing							
2009	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	142	95.8	65.9	28.5	5.7	34.1
	7	136	97.1	58.3	29.2	12.5	41.7
	8	134	98.5	55.4	37.6	6.9	44.6
2010	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	80	98.8	56.2	35.9	7.8	43.8
	7	73	94.5	76.9	20.8	2.3	23.1
	8	56	100	69.7	24.8	5.5	30.3

Abbreviations for Missing Data

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