



Morningside Middle

1999 Singley Lane
North Charleston, SC

Grades	6-8 High School	
Enrollment	567 Students	
Principal	Kala Goodwine	843-745-2000
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Hillery Douglas	843-767-0740

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	N/A	N/A
2007	N/A	N/A
2006	N/A	N/A
2005	N/A	N/A
2004	N/A	N/A

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 (%)	0	0	0	56.9	62.3	64.0
Passed 1 subtest (%)	0	0	0	17.2	20.5	16.1
Passed no subtests (%)	0	0	0	37.3	20.5	20.5

HSAP Passage Rate by Spring 2008

Percent	Our High School	High Schools with Students Like Ours
	0%	84.5%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	0	93
Number of Diplomas	0	62
Rate	0%	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	100.0	59.1
English 1	0	40.7
Physical Science	50.0	26.5
All Tests	50.0	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=567)				
Retention rate	10.5%	Up from 7.3%	10.9%	6.1%
Attendance rate	90.3%	Up from 90.0%	94.3%	95.0%
Eligible for gifted and talented	3.5%	Down from 3.9%	3.2%	8.3%
With disabilities other than speech	15.7%	Up from 15.4%	14.6%	13.0%
Older than usual for grade	13.6%	Up from 5.2%	15.1%	8.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	14.5%	Down from 19.7%	2.6%	1.5%
Enrolled in AP/IB programs	0.0%	No Change	3.7%	11.4%
Successful on AP/IB exams	N/A	N/A	13.5%	54.3%
Eligible for LIFE Scholarship	N/R	N/R	22.4%	30.5%
Annual dropout rate	0.0%	Down from 8.3%	3.5%	3.5%
Career/technology students in co-curricular organizations	N/A	N/A	2.2%	3.1%
Enrollment in career/technology courses	N/A	N/A	259	559
Students participating in work-based experiences	N/A	N/A	4.1%	10.6%
Career/technology students attaining technical skills	N/A	N/A	77.9%	79.6%
Career/technology completers placed	N/A	N/A	96.8%	98.5%
Teachers (n=78)				
Teachers with advanced degrees	48.7%	Up from 27.8%	52.4%	57.4%
Continuing contract teachers	55.1%	Up from 51.9%	55.1%	69.6%
Teachers with emergency or provisional certificates	20.0%	Up from 10.0%	20.0%	8.7%
Teachers returning from previous year	67.8%	Down from 72.9%	78.8%	85.0%
Teacher attendance rate	93.2%	Down from 95.1%	95.0%	95.4%
Average teacher salary	\$42,510	Up 7.7%	\$43,632	\$46,061
Professional development days/teacher	8.1 days	Down from 12.3 days	13.3 days	11.4 days
School				
Principal's years at school	2.0	Up from 1.0	2.0	3.0
Student-teacher ratio in core subjects	14.3 to 1	Up from 12.5 to 1	20.0 to 1	25.4 to 1
Prime instructional time	83.5%	Down from 83.8%	87.0%	89.1%
Dollars spent per pupil*	\$7,513	Up 34.4%	\$9,671	\$7,279
Percent of expenditures for teacher salaries*	59.2%	Up from 58.9%	51.5%	55.3%
Percent of expenditures for instruction*	64.9%	Up from 63.1%	61.2%	60.8%
Opportunities in the arts	Good	No Change	Good	Excellent
Parents attending conferences	37.9%	Down from 50.4%	91.2%	94.2%
SACS accreditation	No	No Change	Yes	Yes
Character development program	Excellent	Up from Good	Good	Good
Modern Language Program Assessment	N/A	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

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 2008		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	N/A	N/A	4	50.0%	N/A	N/A	N/A
Gender							
Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Racial/Ethnic Group							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	N/A	N/A	N/A	N/A	N/A	N/A	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	N/A	N/A	N/A	N/A	N/A	N/A	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	N/A	N/A	N/A	N/A	N/A	N/A	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

The 2007-2008 school year at Morningside Middle School has shown improvement in many areas and emphasis remains on improving academic success. We are building capacity in our academic program and showing improvement as our students are steadily making gains.

During the 2008-2009 school year, there will be major emphasis on literacy, which research shows is still the best way to increase test scores. There will be a reading teacher for each of the three grade levels. We have also partnered with Johns Hopkins University to implement their novel-based reading program. This program has had phenomenal success in schools with similar populations. The reading program will be comprehensive and school-wide. We are truly excited about this opportunity. In addition, time will be allotted for teachers to plan together and create project-based lessons and instill leadership skills in our students.

We are entering our second year as an AVID school. AVID stands for Achievement via Individual Determination and is geared toward the middle-level, first-generation, college-bound students. The program puts great emphasis on organization and higher level thinking skills, both of which are crucial to success in college.

The use of technology at MMS is steadily growing and adding to the creativity of the lessons. Smart boards were purchased for the classrooms, and their versatility is almost boundless. Students can literally dissect a frog or go into virtual space with the Smart boards. Also, we have utilized our own in-house experts by using on-staff teachers to teach each other. Regular professional development opportunities allow our teachers who are expert in areas such as iPod use and Pod casting to teach other teachers, helping to extend technology in the classrooms.

The positive behavior interventions and support (PBIS) system, a school-wide program that teaches students how to replace negative behavior, began in 2006 and still continues to be a positive part of the Morningside school climate. With its emphasis on promoting school pride and reducing discipline problems, we are proud of the accomplishments of the PBIS program. Our school rules for Morningside are: Be Ready. Be Responsible. Be Respectful.

Morningside pride remains evident as our athletic program grows better and stronger. The Student Council is a thriving, active organization, and we added a regular club day for all students. We are most proud that the Charleston County Teacher of the Year is our own Mrs. Gwendolyn Benton, a reading teacher. With such success, we at Morningside cannot help but live by our motto, "Run with the Best."

Kala T. Goodwine, Principal

Sherrel Brown, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	26	63	58
Percent satisfied with learning environment	57.7%	72.1%	72.4%
Percent satisfied with social and physical environment	57.7%	70.5%	66.1%
Percent satisfied with school-home relations	7.7%	72.9%	73.2%

* 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 15 out of 23 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

Restructure

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	2.7%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	8.7%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	5.1%	0.0%	No

Abbreviations for Missing Data

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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	70.7	69.7	No	Yes
Male	N/A	I/S	I/S	I/S	I/S	I/S	I/S	66.6	64.6	N/A	N/A
Female	N/A	I/S	I/S	I/S	I/S	I/S	I/S	74.8	74.8	N/A	N/A
White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	90.1	81.7	I/S	Yes
African American	N/A	I/S	I/S	I/S	I/S	I/S	I/S	54.7	53.6	No	Yes
Asian/Pacific Islander	N/A	84.2	83.1	I/S	I/S						
Hispanic	N/A	60.2	59.7	I/S	Yes						
American Indian/Alaskan	N/A	I/S	65.5	I/S	I/S						
Disabled	N/A	I/S	I/S	I/S	I/S	I/S	I/S	26.5	25.2	No	Yes
Migrant	N/A	I/S	40	N/A	N/A						
Limited English Proficient	N/A	50.8	47.3	I/S	Yes						
Subsized meals	N/A	I/S	I/S	I/S	I/S	I/S	I/S	52.3	55.1	No	Yes

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

All Students	N/A	I/S	I/S	I/S	I/S	I/S	I/S	66.9	67.2	No	Yes
Male	N/A	I/S	I/S	I/S	I/S	I/S	I/S	67.2	66.3	N/A	N/A
Female	N/A	I/S	I/S	I/S	I/S	I/S	I/S	66.7	68	N/A	N/A
White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	88.6	79.6	I/S	Yes
African American	N/A	I/S	I/S	I/S	I/S	I/S	I/S	48.8	49.7	No	Yes
Asian/Pacific Islander	N/A	87.7	88.9	I/S	I/S						
Hispanic	N/A	57.8	60	I/S	Yes						
American Indian/Alaskan	N/A	I/S	69.5	I/S	I/S						
Disabled	N/A	I/S	I/S	I/S	I/S	I/S	I/S	25.4	23.8	No	Yes
Migrant	N/A	I/S	46.7	N/A	N/A						
Limited English Proficient	N/A	57.4	54.9	I/S	Yes						
Subsized meals	N/A	I/S	I/S	I/S	I/S	I/S	I/S	47.9	53.1	No	Yes

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

All Students	N/A										
Male	N/A										
Female	N/A										
White	N/A										
African American	N/A										
Asian/Pacific Islander	N/A										
Hispanic	N/A										
American Indian/Alaskan	N/A										
Disabled	N/A										
Migrant	N/A										
Limited English Proficient	N/A										
Subsized meals	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*
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English/Language Arts - State Performance Objective = 52.3% (Proficient and Advanced)

All Students	2007	N/A	N/A							
	2008	N/A	I/S	I/S	I/S	I/S	I/S	I/S	70.7	69.7

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

All Students	2007	N/A	N/A							
	2008	N/A	I/S	I/S	I/S	I/S	I/S	I/S	66.9	67.2

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