



MORNINGSIDE MIDDLE

1999 Singley Lane
North Charleston, SC

Grades	6-8 Middle School	
Enrollment	524 Students	
Principal	Dr. Joseph Williams	843-745-2030
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Chris Fraser	843-725-7200

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

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

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

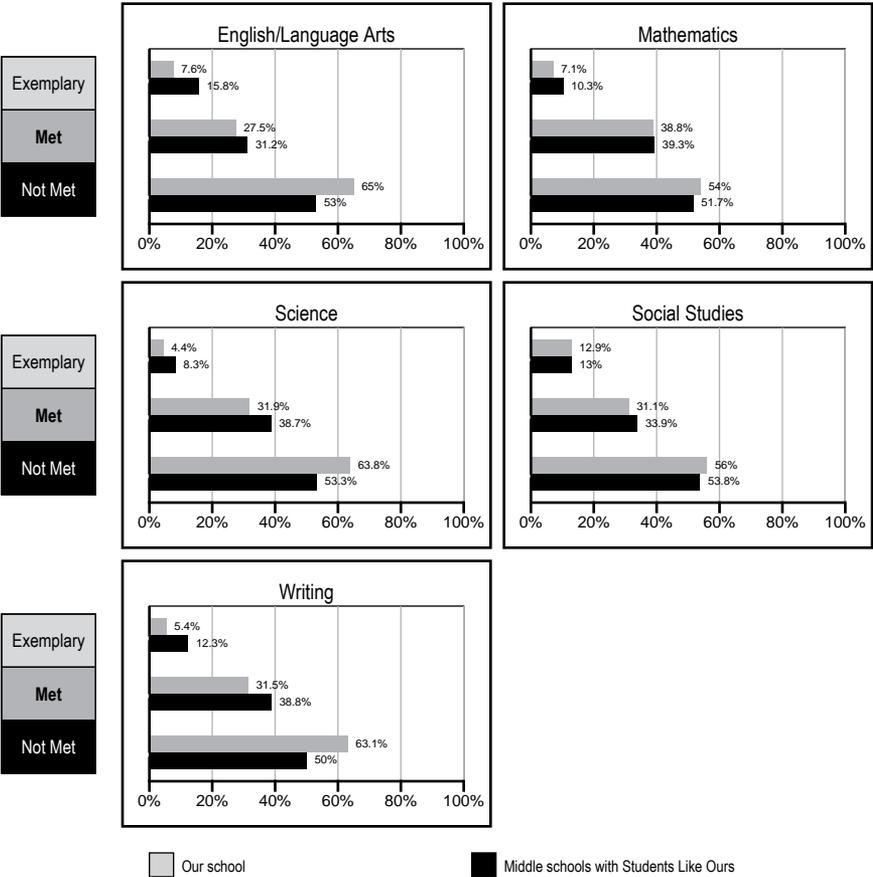
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 94.6%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	7	22	24

* 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	76.2%	88.3%
English 1	87.5%	86.2%
Biology 1/Applied Biology 2	N/A	22.7%
Physical Science	N/A	16.8%
US History and the Constitution	N/A	N/A
All Subjects	81.1%	87.3%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=524)				
Students enrolled in high school credit courses (grades 7 & 8)	5.7%	Down from 9.6%	13.6%	24.5%
Retention rate	1.0%	Down from 1.8%	1.0%	0.7%
Attendance rate	93.9%	Up from 93.2%	95.4%	95.9%
Served by gifted and talented program	7.9%	Up from 5.1%	5.4%	17.8%
With disabilities other than speech	9.6%	Down from 10.3%	11.2%	9.2%
Older than usual for grade	2.5%	Down from 3.8%	3.6%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	9.9%	Down from 17.3%	0.2%	0.4%
Annual dropout rate	0.9%	Down from 3.0%	0.0%	0.0%
Teachers (n=63)				
Teachers with advanced degrees	41.3%	Down from 48.8%	59.5%	60.0%
Continuing contract teachers	49.2%	Down from 58.8%	69.0%	82.6%
Teachers returning from previous year	69.9%	Down from 71.8%	76.4%	85.6%
Teacher attendance rate	97.3%	Up from 97.1%	95.4%	95.3%
Average teacher salary*	\$41,220	Down 5.9%	\$44,040	\$46,300
Professional development days/teacher	16.7 days	Up from 10.0 days	10.2 days	9.9 days
School				
Principal's years at school	2.0	Down from 4.0	3.0	4.0
Student-teacher ratio in core subjects	18.5 to 1	Up from 17.3 to 1	17.9 to 1	21.5 to 1
Prime instructional time	91.2%	Up from 89.4%	89.2%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	99.5%	Up from 74.9%	97.9%	98.1%
Character development program	Good	Down from Excellent	Good	Good
Dollars spent per pupil**	\$5,642	Down 24.3%	\$10,504	\$7,634
Percent of expenditures for instruction**	55.9%	Down from 64.5%	59.8%	64.0%
Percent of expenditures for teacher salaries**	51.0%	Down from 56.4%	55.7%	61.2%

* 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

Report of Principal and School Improvement Council

Morningside Middle School (MMS) has recently completed its second year of single-gender education. The female academy, "EXCEL" means Excellence in Creativity and Educational Leadership while the male academy, "ARMS", stands for Advancement and Refinement of Men for Society. The research on single-gender education is very positive and we have seen great results. In addition to single gender, we have created a very "data rich" school where both staff and students are aware of the data and what changes need to be made to move it in a positive direction. Exploratory teachers teach both males and females at different times during the school day. Students continue to have opportunities to participate in co-ed activities like tutoring, academic competitions, and incentive socials.

MMS continues to make systemic progress. Our accomplishments include 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 also encourage completion of high school with strong college awareness. Students are exposed to both in state and out of state college campuses through numerous field trips during the school year. We have maintained a strong School Improvement Council (SIC) and Parent Teacher Association (PTA).

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 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. The Academy, after school tutoring and support program, is available to all students free of charge and transportation is included. An extended learning opportunity is also provided through our Saturday Academy Program which is free of charge as well and includes transportation.

While we continue to strive for academic success, 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 and offer a well-rounded athletic program that encourages healthy competition. At MMS, Excellence is our Standard!

Dr. Joseph Williams, Principal

Mr. George White, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	13	111	57
Percent satisfied with learning environment	46.2%	50.9%	83.9%
Percent satisfied with social and physical environment	69.2%	59.5%	75.4%
Percent satisfied with school-home relations	7.7%	70.9%	79.2%

* 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

No Child Left Behind

School Adequate Yearly Progress

NO

This school met 15 out of 19 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	2.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	5.2%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	5.5%	0.0%	No
Student attendance rate	93.9%	94.0%**	Yes

* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	515	99.4	64.5	27.3	8.2	49.9	83.1	82.4	No	Yes
Gender										
Male	281	99.6	72.4	20.8	6.8	42	79.9	78.7	N/A	N/A
Female	234	99.2	54.7	35.3	10	59.7	86.6	86.2	N/A	N/A
Racial/Ethnic Group										
White	31	96.8	34.8	52.2	13	73.9	94.8	88.9	I/S	I/S
African American	442	99.6	66.7	25.7	7.6	47.8	71.9	72.9	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	96.3	93	I/S	I/S
Hispanic	40	100	58.8	29.4	11.8	55.9	78	79.3	I/S	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	83	I/S	I/S
Disability Status										
Disabled	72	100	83.6	11.5	4.9	29.5	42.6	48.1	No	Yes
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	30	100	61.3	25.8	12.9	58.1	76.9	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	493	99.4	65.1	26.8	8.1	49.4	72.9	75.4	No	Yes

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

All Students	515	99.4	53.4	39.2	7.3	59.9	82.8	81.9	Yes	Yes
Gender										
Male	281	99.6	59.6	32.4	8	54.4	81.1	79.9	N/A	N/A
Female	234	99.2	45.8	47.8	6.5	66.7	84.6	84.1	N/A	N/A
Racial/Ethnic Group										
White	31	96.8	39.1	39.1	21.7	78.3	94.9	88.9	I/S	I/S
African American	442	99.6	56.5	37.9	5.6	57.5	70.9	71.4	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	97.4	94.6	I/S	I/S
Hispanic	40	100	29.4	52.9	17.6	73.5	79.2	81.1	I/S	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	93.8	84.4	I/S	I/S
Disability Status										
Disabled	72	100	86.9	11.5	1.6	29.5	40.8	47.3	Yes	Yes
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	30	100	29	54.8	16.1	71	78.8	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	493	99.4	53.8	39.3	6.9	59.8	72.7	74.9	Yes	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

	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	344	99.4	63.3	32.3	4.3	36.7	69.2	68.6
Gender								
Male	186	99.5	68.9	28	3	31.1	68.4	68.3
Female	158	99.4	56.6	37.5	5.9	43.4	70	68.9
Racial/Ethnic Group								
White	22	95.5	33.3	53.3	13.3	66.7	90.4	80.7
African American	296	99.7	65.9	30.7	3.4	34.1	48.4	51.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	88.2	85.3
Hispanic	24	100	50	40	10	50	63.3	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87	70.8
Disability Status								
Disabled	50	100	75.6	22	2.4	24.4	30.6	35.7
Migrant Status								
Migrant	N/A	N/AV	I/S	I/S	I/S	I/S	I/S	42.9
English Proficiency								
Limited English Proficient	19	100	57.9	36.8	5.3	42.1	60.4	60.7
Socio-Economic Status								
Subsidized meals	329	99.4	63.2	32.6	4.2	36.8	51.8	57.3
Social Studies								
All Students	348	99.1	55.6	31.1	13.2	44.4	75.5	72.5
Gender								
Male	186	98.9	59.6	28.9	11.4	40.4	74.4	72
Female	162	99.4	50.7	33.8	15.4	49.3	76.6	73.1
Racial/Ethnic Group								
White	23	95.7	35.3	47.1	17.6	64.7	91	81
African American	295	99.3	59.1	29	12	40.9	60.4	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	93.3	89
Hispanic	29	100	34.6	42.3	23.1	65.4	69	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	73.5
Disability Status								
Disabled	49	100	81.4	14	4.7	18.6	36.9	40.5
Migrant Status								
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	53.8
English Proficiency								
Limited English Proficient	22	100	34.8	39.1	26.1	65.2	70.5	69.7
Socio-Economic Status								
Subsidized meals	333	99.1	55.9	31.7	12.4	44.1	61.8	62.9

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	147	97.3	63.1	31.5	5.4	36.9	75.8	73.2	93.2	96
Gender										
Male	83	96.4	68.4	30.3	1.3	31.6	70.7	67.2	92.5	95.9
Female	64	98.4	55.6	33.3	11.1	44.4	81.1	79.4	94	96.1
Racial/Ethnic Group										
White	8	I/S	I/S	I/S	I/S	I/S	90.8	81.5	89	96.1
African American	132	98.5	63.9	31.1	4.9	36.1	61.3	61.3	93.4	95.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	85.4	87	99.4	96.9
Hispanic	7	I/S	I/S	I/S	I/S	I/S	69.4	66.7	94.5	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	95.9
Disability Status										
Disabled	18	77.8	N/AV	N/AV	N/AV	7.1	23.9	26	91.4	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	99.9	98
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	67.9	65.7	95.4	96.3
Socio-Economic Status										
Subsidized meals	137	97.8	62.9	31.5	5.6	37.1	62.2	63.2	93.4	95.5

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
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	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
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	188	99.5	61.7	30.5	7.8	38.3
	7	178	99.4	61.2	29.6	9.2	38.8
	8	149	99.3	72	20.5	7.6	28
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	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
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	188	99.5	45.5	43.7	10.8	54.5
	7	178	99.4	55.9	35.5	8.6	44.1
	8	149	99.3	60.6	37.9	1.5	39.4
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	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
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	92	100	77.5	21.3	1.3	22.5
	7	178	99.4	57.9	37.5	4.6	42.1
	8	74	98.7	58.8	33.8	7.4	41.2

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							
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
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	96	97.9	36	46.5	17.4	64
	7	178	99.4	65.1	24.3	10.5	34.9
	8	74	100	59.4	26.6	14.1	40.6
Writing							
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
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	147	97.3	63.1	31.5	5.4	36.9

Abbreviations for Missing Data

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