



Morningside Middle

1999 Singley Lane
North Charleston, SC

Grades	6-8 Middle School	
Enrollment	523 Students	
Principal	Kala Goodwine and	843-745-2000
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mrs. Toya Hampton Green	843-723-7831

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	At-Risk	Below Average
2008	At-Risk	Below Average
2007	At-Risk	Below Average
2006	At-Risk	At-Risk
2005	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 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 2008-09 whose 2007-08 test scores were located

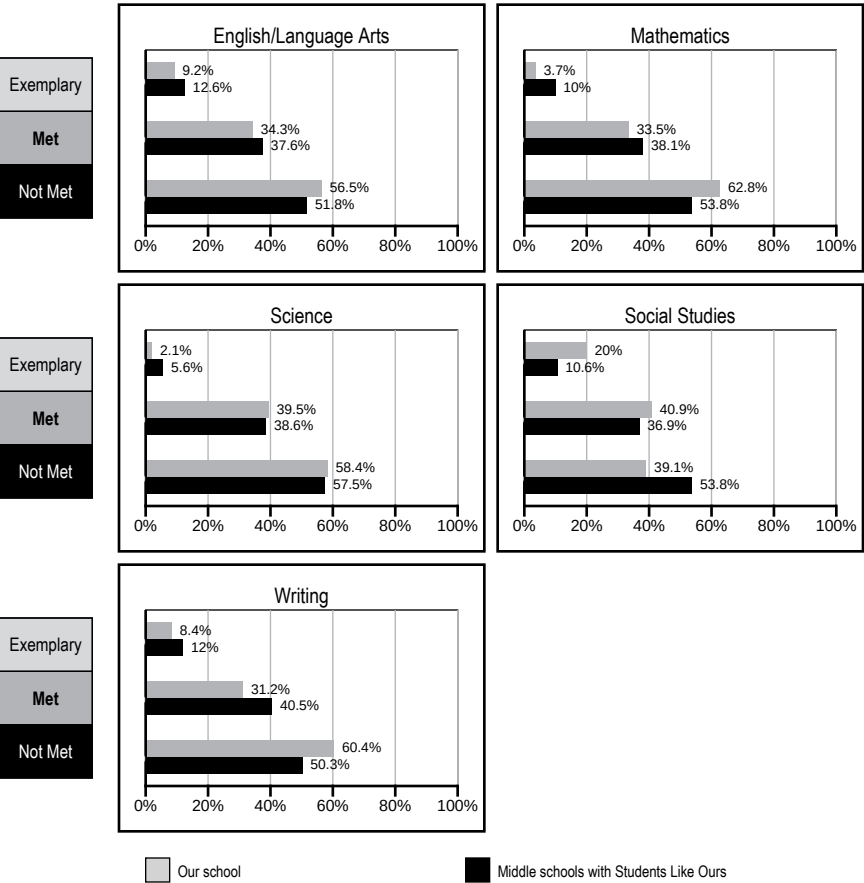
96.6%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	3	35	24

* Ratings are calculated with data available by 06/01/2010.

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	90.9%	85.9%
English 1	N/A	82.2%
Physical Science	N/A	33.8%
US History and the Constitution	N/A	N/A
All Subjects	90.9%	84.1%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=523)				
Students enrolled in high school credit courses (grades 7 & 8)	8.4%	Down from 12.0%	16.1%	21.6%
Retention rate	6.0%	Down from 10.5%	2.3%	1.2%
Attendance rate	92.0%	Up from 90.3%	95.5%	95.9%
Eligible for gifted and talented	0.0%	Down from 3.5%	4.1%	14.8%
With disabilities other than speech	17.1%	Up from 15.7%	14.1%	12.6%
Older than usual for grade	7.9%	Down from 13.6%	5.0%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	16.3%	Up from 14.5%	0.4%	0.6%
Annual dropout rate	1.1%	Up from 0.0%	0.0%	0.0%
Teachers (n=79)				
Teachers with advanced degrees	50.6%	Up from 48.7%	54.3%	56.9%
Continuing contract teachers	62.0%	Up from 55.1%	61.5%	72.7%
Teachers with emergency or provisional certificates	14.1%	Down from 20.0%	15.4%	5.3%
Teachers returning from previous year	73.0%	Up from 67.8%	76.0%	82.9%
Teacher attendance rate	93.3%	Up from 93.2%	95.0%	95.2%
Average teacher salary*	\$45,017	Up 5.9%	\$44,687	\$46,599
Professional development days/teacher	6.4 days	Down from 8.1 days	11.0 days	10.8 days
School				
Principal's years at school	3.0	Up from 2.0	2.0	3.0
Student-teacher ratio in core subjects	13.3 to 1	Down from 14.3 to 1	16.5 to 1	20.1 to 1
Prime instructional time	84.2%	Up from 83.5%	89.3%	89.9%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	68.6%	Up from 37.9%	96.4%	97.8%
Character development program	Good	Down from Excellent	Excellent	Good
Dollars spent per pupil**	\$7,677	Up 2.2%	\$10,078	\$7,645
Percent of expenditures for instruction**	60.3%	Down from 64.9%	60.3%	63.4%
Percent of expenditures for teacher salaries**	54.1%	Down from 59.2%	54.1%	57.0%

* 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) continued to make systemic progress in 2008-2009. Our accomplishments are both academic and behavioral. We are very pleased that one-fourth of our students have shown significant growth on the Measures of Academic Progress (MAP) in Math and ELA. Our overall student attendance has increased to 94% due to the programs we have put in place such as our student intervention committee (CORE team) and Positive Behavior Intervention Support (PBIS). We have made great strides in promoting school / community relations by building a strong School Improvement Council (SIC). As a result of the council's diligent work and its commitment to fostering parent and community involvement, we were awarded South Carolina's prestigious Riley award for 2009. The award is named after former SC governor and US Secretary of Education, Richard Riley and his late wife, Tunky Riley. It is awarded annually to only one school in the entire state.

We are about to embark on our biggest campaign yet as part of our commitment to student growth. MMS is becoming a single gender school with the building split between the male and female academies. There is much research to support the single gender model, especially at the middle school level. We will be implementing research-based and best practice strategies founded on brain research.

As a part of both the male and female academies at Morningside, we will continue with the Positive Behavior Intervention Support (PBIS) initiative, which began in 2006. It is a school-wide program that teaches students how to replace negative behaviors with positive actions. PBIS has been an important part of increasing our attendance rate as well as decreasing negative behaviors. We will continue to live by our PBIS motto of "Be Ready. Be Responsible. Be Respectful." We will also continue 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.

While we continue to strive for academic success, MMS also works to develop the whole child. Each student is linked to an adult staff member as part of an advisory program entitled BRIDGES wherein students work on character traits, study skills, organization, and building relationships. We promote leadership as our students are tomorrow's leaders. We offer over 20 clubs and activities. The Student Leadership Council, composed of all club presidents, meets with the principal monthly as an advisory group to the principal and to learn ways to become better leaders. Once again, we are holding to the belief that there must be systemic change, and for the third year, our student council has taken on many activities from serving as ushers at school functions to collecting canned goods for the food bank. Our growing pride also remains with our athletic program, which boasts championships in football and basketball. We encourage a well-rounded athletic program that promotes leadership and healthy competition because at MMS, we "Run with the Best."

Kala T. Goodwine, Principal
Sherrell Brown, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	N/A	N/A	N/A
Percent satisfied with learning environment	N/A	N/A	N/A
Percent satisfied with social and physical environment	N/A	N/A	N/A
Percent satisfied with school-home relations	N/A	N/A	N/A

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

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	2.5%		1.7%
Classes in high poverty schools not taught by highly qualified teachers	7.5%		5.8%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.9%	0.0%	No
Student attendance rate	92.0%	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
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	409	100	55.3	34.9	9.8	56.5	84.9	82.8	No	Yes
Gender										
Male	224	100	59.8	33.2	7.1	51.1	81.8	79.3	N/A	N/A
Female	185	100	50.3	36.8	12.9	62.6	88.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	32	100	42.9	32.1	25	67.9	95.8	89.5	I/S	I/S
African American	340	100	56.7	35.4	7.9	55.7	74.8	73.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	96.4	92.3	I/S	I/S
Hispanic	36	100	55.6	33.3	11.1	51.9	76.3	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	94	82.5	I/S	I/S
Disability Status										
Disabled	71	100	75.9	19	5.2	34.5	53.5	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	34	100	56	32	12	48	75.6	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	364	100	56	34.2	9.8	55.7	74.9	75.5	No	Yes

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

All Students	409	99.5	62	34	4	51.3	81	78.9	No	Yes
Gender										
Male	224	99.1	62.5	34.2	3.3	48.9	79.3	77	N/A	N/A
Female	185	100	61.3	33.7	4.9	54	82.8	80.9	N/A	N/A
Racial/Ethnic Group										
White	32	100	53.6	39.3	7.1	71.4	94.6	87.2	I/S	I/S
African American	340	99.4	64.6	31.3	4.1	47.8	67.9	66.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	94.6	93	I/S	I/S
Hispanic	36	100	N/AV	N/AV	N/AV	66.7	76.7	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	92	79.5	I/S	I/S
Disability Status										
Disabled	71	97.2	70.7	25.9	3.4	32.8	46.9	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	34	100	N/AV	N/AV	N/AV	64	77.1	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	364	99.7	62.7	33.2	4.1	50.9	69.2	70.2	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

	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	272	99.6	57.1	40.3	2.5	42.9	68.9	67.5
Gender								
Male	143	99.3	57.9	38.8	3.3	42.1	68.2	67
Female	129	100	56.4	41.9	1.7	43.6	69.6	68
Racial/Ethnic Group								
White	21	95.2	40	50	10	60	90.4	79.5
African American	227	100	58.2	40.3	1.5	41.8	48.1	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87.2	84.3
Hispanic	24	100	64.7	29.4	5.9	35.3	58.6	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84.4	71.2
Disability Status								
Disabled	46	97.8	71.1	26.3	2.6	28.9	36.6	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	24	100	64.7	29.4	5.9	35.3	58.3	59.6
Socio-Economic Status								
Subsided meals	239	100	59.8	37.9	2.3	40.2	50.2	55.1

Social Studies

All Students	275	99.6	38.5	41.6	19.9	61.5	76.8	72.3
Gender								
Male	155	99.4	38.1	41.3	20.6	61.9	75.3	71.5
Female	120	100	39	41.9	19	61	78.4	73.2
Racial/Ethnic Group								
White	20	100	23.5	41.2	35.3	76.5	91.5	80.7
African American	230	99.6	41.7	40.6	17.7	58.3	62.7	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	89.5	88.5
Hispanic	24	100	23.8	47.6	28.6	76.2	71.4	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	90.9	72.2
Disability Status								
Disabled	49	98	64.9	24.3	10.8	35.1	46.6	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	22	100	26.3	47.4	26.3	73.7	71.6	67.9
Socio-Economic Status								
Subsided meals	246	100	39.7	40.2	20.1	60.3	64	62.1

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	412	97.1	60.2	31.4	8.4	39.8	74.1	70.2	92	96
Gender										
Male	228	96.9	65.6	29	5.5	34.4	67.8	63.2	91.7	95.9
Female	184	97.3	54	34.2	11.8	46	80.6	77.5	92.5	96.1
Racial/Ethnic Group										
White	37	94.6	63.3	26.7	10	36.7	90.4	79.1	87.5	95.9
African American	337	97.9	59.5	32.2	8.3	40.5	59.2	57.6	92.1	96
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	89.9	86.2	98.9	97
Hispanic	37	94.6	64	28	8	36	61.1	62.6	95.7	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84	68.7	N/A	95.8
Disability Status										
Disabled	73	87.7	N/AV	N/AV	N/AV	10.6	29.6	26.1	91	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.4
English Proficiency										
Limited English Proficient	34	97.1	66.7	25	8.3	33.3	60.2	61.2	95.8	96.5
Socio-Economic Status										
Subsidized meals	362	97	60.8	31.2	8	39.2	59.1	58.9	92	95.7

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							
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
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
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
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
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

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