



Morningside Middle

1999 Singley Lane
North Charleston, SC

Grades	6-8 Middle School	
Enrollment	577 Students	
Principal	Dr. Joseph Williams	843-745-2000
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Chris Fraser	843-725-7200

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	Below Average	Average
2011	At-Risk	Below Average
2010	At-Risk	At-Risk
2009	At-Risk	Below Average
2008	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://www.eoc.sc.gov>

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

Percent of students tested in 2011-12 whose 2010-11 test scores were located

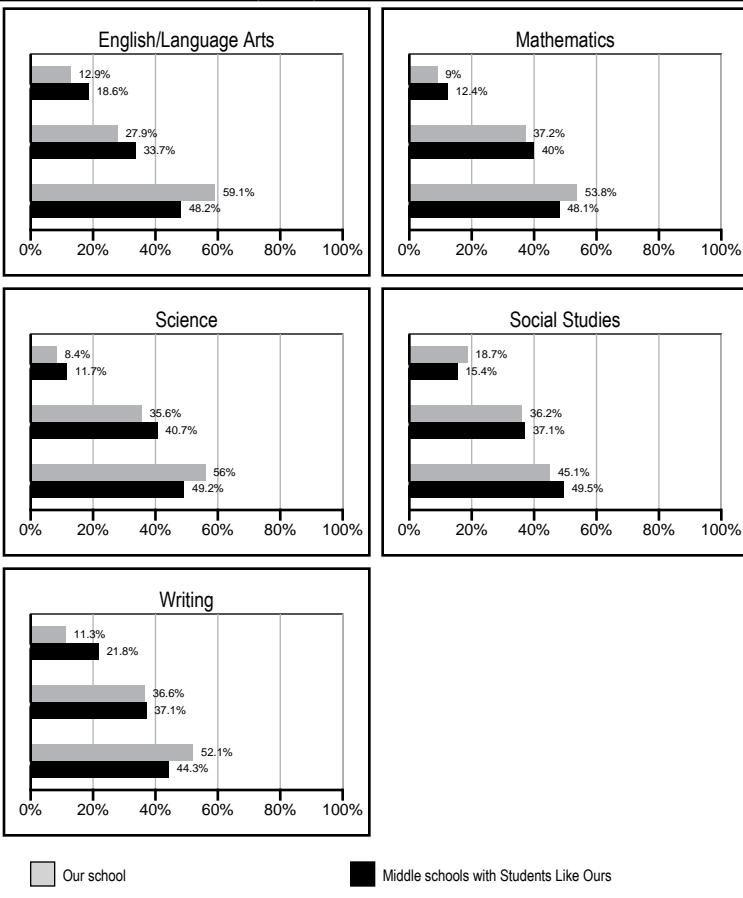
95.4%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	1	22	22	20

* Ratings are calculated with data available by 11/07/2012.

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	90.6%	87.3%
English 1	81.1%	74.7%
Physical Science	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	85.5%	85.0%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=577)				
Students enrolled in high school credit courses (grades 7 & 8)	23.8%	Up from 5.7%	14.7%	22.9%
Retention rate	1.4%	Up from 1.0%	1.0%	0.8%
Attendance rate	94.7%	Up from 93.9%	95.9%	96.2%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	11.1%	Up from 9.9%	0.4%	0.5%
Annual dropout rate	0.0%	Down from 0.9%	0.0%	0.0%
Teachers (n=63)				
Teachers with advanced degrees	49.2%	Up from 41.3%	58.5%	61.3%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	66.1%	Down from 69.9%	79.1%	86.7%
Teacher attendance rate	97.9%	Up from 97.3%	95.3%	95.2%
Average teacher salary*	\$39,968	Down 3.0%	\$43,078	\$46,422
Professional development days/teacher	19.1 days	Up from 16.7 days	9.1 days	10.0 days
School				
Principal's years at school	3.0	Up from 2.0	2.0	4.0
Student-teacher ratio in core subjects	14.0 to 1	Down from 18.5 to 1	18.6 to 1	22.0 to 1
Prime instructional time	92.1%	Up from 91.2%	89.6%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	96.9%	Down from 99.5%	98.1%	98.8%
Character development program	Excellent	Up from Good	Good	Good
Dollars spent per pupil**	\$5,285	Down 6.3%	\$9,461	\$7,245
Percent of expenditures for instruction**	53.7%	Down from 55.9%	58.5%	63.1%
Percent of expenditures for teacher salaries**	50.9%	Down from 51.0%	53.0%	60.9%

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

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Morningside Middle School (MMS) completed its 3rd year of single-gender education. The male academy, "ARMS", stands for Advancement and Refinement of Men for Society; the female academy, "EXCEL" means Excellence in Creativity and Educational Leadership. 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 scholars 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. Scholars 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. Scholars are exposed to both in state and out of state college campuses through numerous field trips during the school year. Scholars enrolled at MMS have the opportunity to earn up to 4 high school Carnegie units while they are here, which increases their chances of high school and college completion. We have maintained a strong School Improvement Council (SIC) and parent and community involvement has steadily increased.

This year's major school focus continues to be 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 scholars 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 scholars. Scholars were then assigned appropriate reading interventions in order to help increase their fluency and comprehension. Scholars who need additional 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 scholars free of charge and transportation is provided. An extended learning opportunity is also provided through our Saturday Academy Program which is free of charge and includes transportation.

While we continue to strive for academic success, MMS also works to develop the whole child. Each scholar is matched with an adult staff member as part of an advisory program wherein scholars work on character traits, study skills, organization, and building relationships. We are proud to offer over 15 clubs and activities for scholars. 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, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	34	77	94
Percent satisfied with learning environment	52.9%	71.1%	79.1%
Percent satisfied with social and physical environment	61.8%	64.0%	77.4%
Percent satisfied with school-home relations	20.6%	71.6%	76.6%

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

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ESEA/Federal Accountability Rating System

In July 2012, 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.

Overall Weighted Points Total	76.1
Overall Grade Conversion	C

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

Morningside Middle 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 and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.3%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	8.3%	5.1%
Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	15.7%	0.0%
Student attendance rate	94.7%	94.0%*

* Or greater than last year

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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 6-8						
All Students	609.4	616.0	597.4	613.4	99.6	99.6
Male	603.9	613.6	588.9	608.1	99.7	99.7
Female	615.3	618.5	606.4	618.8	99.6	99.6
White	N/A	N/A	N/A	N/A	100.0	100.0
African American	606.7	612.6	595.1	608.5	99.6	99.6
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	100.0	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	581.3	590.1	569.3	585.9	98.9	98.9
Limited English Proficient	618.6	634.5	606.1	633.7	100.0	100.0
Subsidized meals	609.4	615.9	597.6	613.3	99.6	99.6
Annual Measurable Objective (AMO)	624.0	624.0	624.0	624.0	95.0	95.0

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
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
	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
2012	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	213	99.5	63	22.8	14.3	37
	7	184	99.5	59.3	27.2	13.6	40.7
	8	157	100	51.8	35.8	12.4	48.2
	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
2011	7	178	99.4	55.9	35.5	8.6	44.1
	8	149	99.3	60.6	37.9	1.5	39.4
	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	213	99.5	45	43.4	11.6	55
	7	184	99.5	56.8	32.1	11.1	43.2
	8	157	100	60.6	35.8	3.6	39.4
Mathematics							
2012	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	213	99.5	45	43.4	11.6	55
	7	184	99.5	56.8	32.1	11.1	43.2
	8	157	100	60.6	35.8	3.6	39.4
	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
2011	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
	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	108	100	62.5	35.4	2.1	37.5
2012	7	184	99.5	55.6	32.1	12.3	44.4
	8	75	97.3	45.3	45.3	9.4	54.7
	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	108	100	62.5	35.4	2.1	37.5
	7	184	99.5	55.6	32.1	12.3	44.4
	8	75	97.3	45.3	45.3	9.4	54.7
Science							
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
	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
2012	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	108	100	62.5	35.4	2.1	37.5
	7	184	99.5	55.6	32.1	12.3	44.4
	8	75	97.3	45.3	45.3	9.4	54.7
	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	108	100	62.5	35.4	2.1	37.5
Abbreviations for Missing Data							
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I/S-Insufficient Sample							

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary	
Social Studies								
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	
	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	
2012	5	N/A	N/AV	N/A	N/A	N/A	N/A	
	6	105	99.1	29	54.8	16.1	71	
	7	184	99.5	55.6	30.9	13.6	44.4	
	8	82	98.8	38.6	25.7	35.7	61.4	
	Writing							
	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	
2011	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	
	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	
2012	8	164	98.8	52.1	36.6	11.3	47.9	

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