

**Accountability**  
**Continuous Improvement**  
**Equity**  
**Support**

**School Name: Morningside Elementary**  
**My Name: Audrey Sofianos**  
**Cluster Name: Midtown**  
**Associate Name: Paul Brown**

### • **Principal Information**

- **Years at School: 6**
- **Years as a Principal: 19**

### • **School Information**

- **Signature Program:**  
College & Career
- **Reading Program:**  
Fountas & Pinnell
- **Mathematics Program:**  
Envision

### • **Enrollment Information\***

- **SY2022 Enrollment: 813**
- **SY2021 Enrollment: 846**
- **Change in Enrollment: -33 Students**

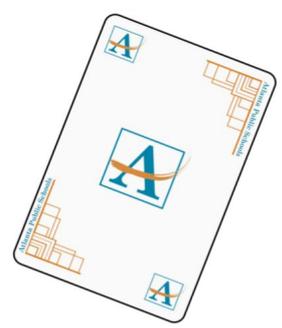
### • **Staffing Information**

- **Number of First Year Teachers: 0**
- **Number of Vacancies: None**

### • **Financial Information**

- **Title I Budget: N/A**
- **% remaining to spend: 10/28/2021: \$1,635,305**
- **Holdover funds: N/A**

**\*Based on October FTE**



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# Early Warning Indicators

## • SY22 Attendance\*

- Attendance Take Rate = 99.2%
- ADA Attendance Rate = 97.2%
- Students not chronically absent = 94.3% (CCRPI Attendance Rate)

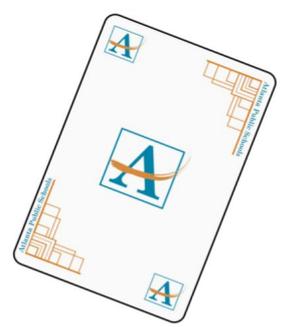
## • SY22 Behavior\*

- Overall Suspension Rate = 0.04

### Suspension Rate by Subgroup

Subgroup	Overall Suspension Rate	OSS Suspension Rate	ISS Suspension Rate
Female			
Male			
SWD			
Black			
Hispanic			
Multi-race			
White			

\*As of 11/4/2021



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# Academic Indicators

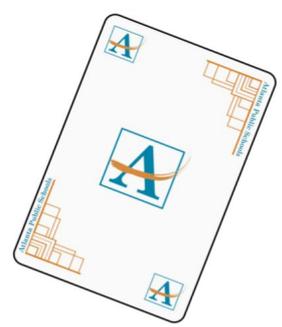
## • NWEA MAP Fall Assessment Results

- **MAP Take Rate:** 99.6%
- **MAP Growth Predicted GMAS Achievement**

Subgroup	% Proficient + above ELA	% Proficient + above Math
<b>Overall (2nd - 5th, ~540)</b>	79	74
<b>Female</b>	80	73
<b>Male</b>	78	75
<b>SWD (18)</b>	44	22
<b>EL (26)</b>	38	38
<b>White (342)</b>	83	81
<b>Black (56)</b>	55	41
<b>Hispanic (51)</b>	57	49
<b>Two/More (50)</b>	82	72
<b>Asian (39)</b>	95	90

## • HMH Dosage

Program	Avg. Daily Use (Mins)	Avg. Weekly Use (Days)
Read 180	19.3 minutes	2.5 days
Systems 44	13 minutes	2 days
iRead	18 minutes	2 days



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# SY22 Actions

- **Action Step 1:** Identify students at the threshold from Level 1-2, Level 2-3 and Level 3-4. Set specific goals for student MAP Growth. (WHY)
- **Action Step 2:** Implement Teacher Created Common Assessments in Reading/ELA and Math, 2 for the first semester and 3 for the second semester. (WHAT)
- **Action Step 3:** Increase our level of differentiated instruction, based upon MAP, Common Assessment & Classroom Data. (HOW)