



Monarch Elementary

218 Monarch School Dr.
Union, SC 29379

Grades	PK-4 Elementary School	
Enrollment	430 Students	
Principal	Anita Maness	864-429-1733
Superintendent	Dr. David L. Eubanks	864-429-1740
Board Chair	Mrs. Betty J. McMorris	864-427-4149

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	Below Average
2007	Below Average	At-Risk
2006	Below Average	Average
2005	Average	Below Average
2004	Good	Below Average

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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

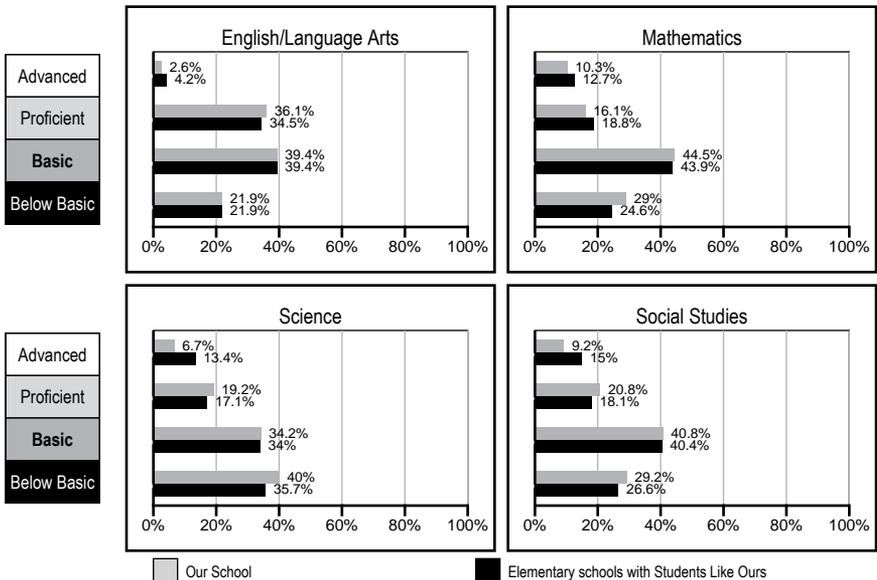
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	3	47	35	1

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=430)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	5.8%	Up from 4.4%	2.8%	2.3%
Attendance rate	95.9%	Down from 96.2%	96.1%	96.3%
Eligible for gifted and talented	3.1%	Down from 3.6%	9.1%	10.4%
With disabilities other than speech	8.7%	Up from 6.3%	8.8%	7.5%
Older than usual for grade	0.6%	No Change	0.7%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=31)				
Teachers with advanced degrees	67.7%	Down from 74.2%	57.4%	56.7%
Continuing contract teachers	87.1%	Up from 80.6%	80.0%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	94.9%	Up from 91.6%	87.5%	86.4%
Teacher attendance rate	93.2%	Up from 89.1%	94.7%	94.9%
Average teacher salary	\$48,411	Up 0.8%	\$45,421	\$45,345
Professional development days/teacher	9.2 days	Down from 14.0 days	12.9 days	12.6 days
School				
Principal's years at school	0.0	Down from 1.0	4.0	4.0
Student-teacher ratio in core subjects	19.0 to 1	Up from 17.0 to 1	18.6 to 1	18.5 to 1
Prime instructional time	88.0%	Up from 81.7%	89.2%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.4%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$5,476	Up 9.5%	\$7,004	\$7,052
Percent of expenditures for instruction*	69.9%	Down from 70.7%	69.1%	69.1%
Percent of expenditures for teacher salaries*	67.1%	Down from 69.1%	65.0%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Monarch Elementary School is very proud of the achievements of our faculty and students this year. Monarch Elementary was named a Literacy Spot winner by the South Carolina Reading Recovery Advisory Council, the State Department of Education, and the Reading Recovery Training Center at Clemson University; an award presented to schools that have an outstanding early literacy program and full implementation of Reading Recovery.

Our teachers worked very hard to monitor and improve our teaching practices. They attended school sponsored workshops and professional book studies throughout the year to supplement these strategies and reinforce the skills necessary to insure our students' success. Some of the programs and workshops included MAP testing and district benchmark testing to identify student strengths and weaknesses which will facilitate our ability to help the student in the areas that need improvement. Our after-school PACT Power classes were well attended and critical to maintaining and continuing to improve our test scores. Long range lesson plans coded to state standards and a strong home/school relationship were vital elements in our pursuit of meeting AYP.

We also take great pride in our school's community involvement and our partnership with Monarch Milliken Industries. The Monarch Elementary School Improvement Council received Honor Roll status from the South Carolina Department of Education for implementing a program of safety at the school. The MES Student Council participated in several service learning projects such as, Relay for Life, March of Dimes, Heart Fund, and donations to local food banks.

Our goal at Monarch Elementary School is to provide a quality education to all of our students and prepare them to be the future citizens of Union County.

Anita Hart Maness, Principal
 Danny Horlacher, School Improvement Council Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	35	84	43
Percent satisfied with learning environment	91.4%	94.0%	83.3%
Percent satisfied with social and physical environment	91.4%	89.3%	83.7%
Percent satisfied with school-home relations	88.6%	89.3%	69.0%

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

School Adequate Yearly Progress

NO

This school met 14 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

Continuing School Improvement

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 and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.9%	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

PACT 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 = 58.8% (Proficient and Advanced)

All Students	160	100	21.7	39.5	36.3	2.5	52.2	38	48.2	Yes	Yes
Gender											
Male	73	100	29.2	44.4	26.4	0	48.6	31.7	41.7	N/A	N/A
Female	87	100	15.3	35.3	44.7	4.7	55.3	44.4	55	N/A	N/A
Racial/Ethnic Group											
White	94	100	9.8	43.5	42.4	4.3	64.1	46.9	60	Yes	Yes
African American	66	100	38.5	33.8	27.7	0	35.4	22.8	31.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	90.9	70.4	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	25	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	27	100	46.2	30.8	19.2	3.8	34.6	14.9	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	41.7	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	116	100	27.4	42.5	29.2	0.9	43.4	30.3	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	160	100	28.7	45.2	15.9	10.2	40.1	39.7	45.8	No	Yes
Gender											
Male	73	100	30.6	41.7	19.4	8.3	40.3	40.6	45.6	N/A	N/A
Female	87	100	27.1	48.2	12.9	11.8	40	38.8	45.9	N/A	N/A
Racial/Ethnic Group											
White	94	100	15.2	52.2	17.4	15.2	50	48.2	59	Yes	Yes
African American	66	100	47.7	35.4	13.8	3.1	26.2	25.4	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	90.9	71.3	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	25	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	27	100	50	42.3	3.8	3.8	19.2	13.8	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	41.7	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	116	100	35.4	43.4	14.2	7.1	32.7	31.5	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT 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*	School Attendance Rate	District Attendance Rate
Science											
All Students	123	100	39.7	33.9	19.8	6.6	26.4	24.4	35.7	95.9	95.4
Gender											
Male	56	100	37.5	30.4	26.8	5.4	32.1	26.9	37.4	95.5	95.2
Female	67	100	41.5	36.9	13.8	7.7	21.5	21.9	33.8	96.4	95.6
Racial/Ethnic Group											
White	68	100	26.9	38.8	22.4	11.9	34.3	32.2	49.2	95.8	95
African American	55	100	55.6	27.8	16.7	0	16.7	12.5	17	96.2	96.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	N/A	97.3
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.9	96.1	95.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	90.5
Disability Status											
Disabled	21	100	61.9	14.3	19	4.8	23.8	7.7	14	94.1	94
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.4	88.6	96.3
Socio-Economic Status											
Subsided meals	89	100	46	33.3	17.2	3.4	20.7	16.8	21.1	95.2	95
Social Studies											
All Students	123	100	28.9	41.3	20.7	9.1	29.8	28.2	34	95.9	95.4
Gender											
Male	59	100	29.3	46.6	19	5.2	24.1	31.2	36.6	95.5	95.2
Female	64	100	28.6	36.5	22.2	12.7	34.9	25.1	31.3	96.4	95.6
Racial/Ethnic Group											
White	75	100	20.5	43.8	20.5	15.1	35.6	34.1	44.5	95.8	95
African American	48	100	41.7	37.5	20.8	0	20.8	18.2	19.1	96.2	96.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	N/A	97.3
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.5	96.1	95.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	90.5
Disability Status											
Disabled	22	100	38.1	42.9	14.3	4.8	19	12.8	14.4	94.1	94
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.3	88.6	96.3
Socio-Economic Status											
Subsided meals	90	100	34.1	44.3	18.2	3.4	21.6	21.4	21	95.2	95

* Adj - 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

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	82	100	10.1	46.8	39.2	3.8	43
	4	84	100	35.9	44.9	19.2	0	19.2
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	72	100	21.4	35.7	41.4	1.4	42.9
	4	88	100	21.8	42.5	32.2	3.4	35.6
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	82	100	30.4	40.5	24.1	5.1	29.1
	4	84	100	42.3	41	12.8	3.8	16.7
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	72	100	24.3	58.6	12.9	4.3	17.1
	4	88	100	32.2	34.5	18.4	14.9	33.3
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	41	100	46.2	38.5	10.3	5.1	15.4
	4	84	100	52.6	30.3	17.1	0	17.1
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	36	100	45.7	28.6	25.7	0	25.7
	4	87	100	37.2	36	17.4	9.3	26.7
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	42	100	20.5	43.6	33.3	2.6	35.9
	4	84	100	48.7	42.1	9.2	0	9.2
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	36	100	17.1	45.7	20	17.1	37.1
	4	87	100	33.7	39.5	20.9	5.8	26.7
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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