



Monarch Elementary

218 Monarch School Dr.
Union, SC 29379

Grades	PK-5 Elementary School	
Enrollment	494 Students	
Principal	Anita Maness	864-429-1733
Superintendent	Dr. David L. Eubanks	864-429-1740
Board Chair	Dr. Wanda R. All	864-429-0746

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Below Average	Below Average
2007	Below Average	At-Risk
2006	Below Average	Average
2005	Average	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

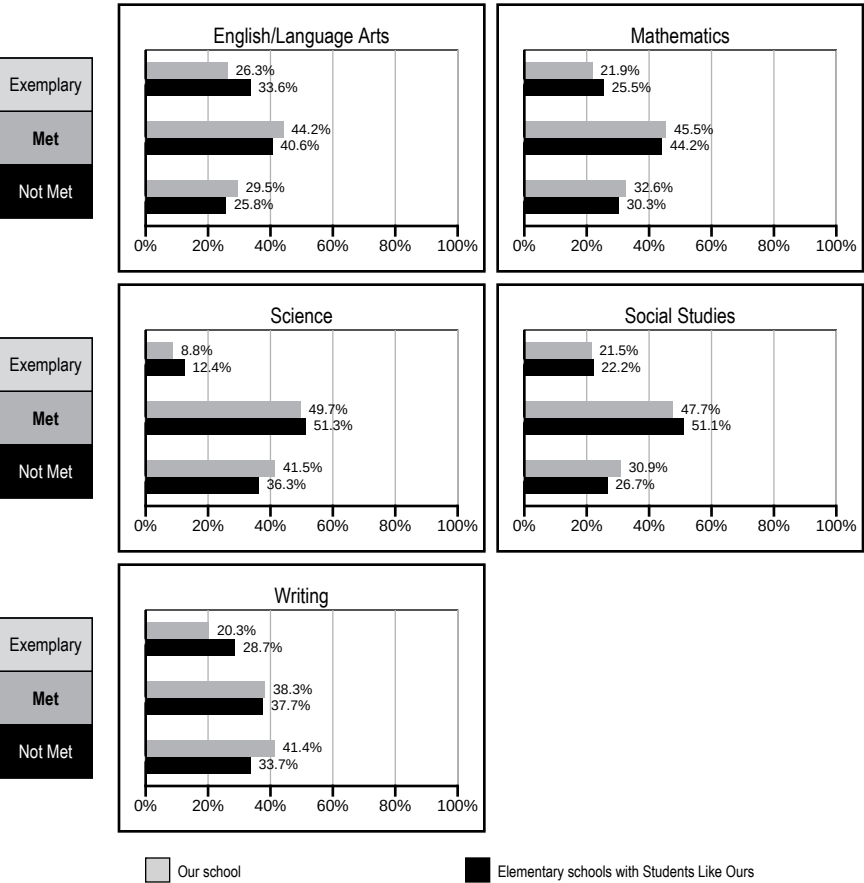
98.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	15	88	11	0

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

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary 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

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=494)				
First graders who attended full-day kindergarten	98.6%	Down from 100.0%	100.0%	100.0%
Retention rate	3.3%	Down from 5.8%	2.4%	1.9%
Attendance rate	96.4%	Up from 95.9%	96.2%	96.3%
Eligible for gifted and talented	5.0%	Up from 3.1%	8.6%	10.0%
With disabilities other than speech	10.4%	Up from 8.7%	9.2%	7.7%
Older than usual for grade	0.3%	Down from 0.6%	0.6%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=35)				
Teachers with advanced degrees	54.3%	Down from 67.7%	60.5%	59.4%
Continuing contract teachers	74.3%	Down from 87.1%	82.6%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	96.0%	Up from 94.9%	86.6%	85.9%
Teacher attendance rate	95.4%	Up from 93.2%	95.0%	95.1%
Average teacher salary*	\$49,771	Up 2.8%	\$47,380	\$47,149
Professional development days/teacher	13.4 days	Up from 9.2 days	11.6 days	11.1 days
School				
Principal's years at school	3.0	Up from 0.0	4.0	4.0
Student-teacher ratio in core subjects	18.3 to 1	Down from 19.0 to 1	19.0 to 1	18.8 to 1
Prime instructional time	91.4%	Up from 88.0%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.3%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,058	Up 10.6%	\$7,409	\$7,458
Percent of expenditures for instruction**	69.1%	Down from 69.9%	68.5%	68.8%
Percent of expenditures for teacher salaries**	64.0%	Down from 67.1%	61.9%	63.2%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Monarch Elementary School is a thriving rural elementary school whose focus continues to be academic excellence. Our school is committed to providing challenging opportunities through innovative experiences that will ensure the appropriate academic, personal, physical, and social development for each of the students served in grades 4K through grade five.

Our mission statement is shared by all Monarch Elementary School stakeholders, as is evident in the support from our staff, our parents, our Parent Teacher Organization, our School Improvement Council, our Title I Advisory Committee, our business mentors, and our school volunteers. While we have reasons to be proud of the progress and growth that our students and staff members have made, we are aware that there are areas for continued growth.

Monarch Elementary School received a Save The Children Grant for \$117,000.00. MES was the only school in the upstate to receive this grant providing in-school and afterschool remediation and assistance in reading, physical activity, and nutritional snacks for students. Also, Dollar General provided our Reading Is Fundamental grant for \$3,900.00 to give books to all students three times a year. Monarch Elementary has also been named a Literacy Spot Winner for 2008, and a two-time Red Carpet Award winning school for providing a family-friendly atmosphere.

Our school continues to face the many challenges of society. However, we will continue to strive to improve.

Anita H. Maness, Principal
Shannon Sumner, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	34	78	45
Percent satisfied with learning environment	97.1%	87.0%	75.6%
Percent satisfied with social and physical environment	97.1%	88.0%	73.3%
Percent satisfied with school-home relations	87.9%	88.5%	75.0%

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

Abbreviations for Missing Data

School Adequate Yearly Progress	YES
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This school met 17 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	CSI-DELAY
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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	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.4%	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	233	100	29.1	44.5	26.4	84.6	78.2	82.8	Yes	Yes
Gender										
Male	118	100	33.6	46.9	19.5	81.4	75.5	79.3	N/A	N/A
Female	115	100	24.6	42.1	33.3	87.7	80.9	86.5	N/A	N/A
Racial/Ethnic Group										
White	140	100	20.6	46.3	33.1	90.4	83.7	89.5	Yes	Yes
African American	92	100	42.2	41.1	16.7	75.6	69.5	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	92.3	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	80	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	36	100	45.5	42.4	12.1	78.8	52.5	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	75	75.1	I/S	I/S
Socio-Economic Status										
Subsidized meals	154	100	35.6	46.3	18.1	81.9	73.7	75.5	Yes	Yes

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

All Students	233	100	32.2	45.8	22	78.4	77.2	78.9	Yes	Yes
Gender										
Male	118	100	34.5	46.9	18.6	74.3	76.8	77	N/A	N/A
Female	115	100	29.8	44.7	25.4	82.5	77.6	80.9	N/A	N/A
Racial/Ethnic Group										
White	140	100	23.5	47.8	28.7	85.3	82.1	87.2	Yes	Yes
African American	92	100	45.6	42.2	12.2	67.8	69	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	86.7	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	36	100	57.6	36.4	6.1	51.5	51.5	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	76.1	I/S	I/S
Socio-Economic Status										
Subsidized meals	154	100	38.3	46.3	15.4	72.5	72.1	70.2	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	153	100	40.9	49.7	9.4	59.1	61.9	67.5
Gender								
Male	73	100	44.9	44.9	10.1	55.1	63.3	67
Female	80	100	37.5	53.8	8.8	62.5	60.5	68
Racial/Ethnic Group								
White	98	100	29.8	57.4	12.8	70.2	70.5	79.5
African American	55	100	60	36.4	3.6	40	47.8	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	22	100	47.4	42.1	10.5	52.6	34	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	59.6
Socio-Economic Status								
Subsided meals	104	100	49	45	6	51	55.4	55.1

Social Studies								
All Students	156	100	30.5	47.7	21.9	69.5	67.1	72.3
Gender								
Male	79	100	32	44	24	68	68.8	71.5
Female	77	100	28.9	51.3	19.7	71.1	65.2	73.2
Racial/Ethnic Group								
White	90	100	21.8	49.4	28.7	78.2	72.7	80.7
African American	65	100	42.9	44.4	12.7	57.1	57.1	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	88.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	81.8	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	22	100	20	45	35	80	41.3	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	67.9
Socio-Economic Status								
Subsided meals	106	100	31.4	52	16.7	68.6	61.7	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	237	98.3	41.2	38.5	20.4	58.8	61.1	70.2	96.4	95.6
Gender										
Male	121	98.4	50.9	34.2	14.9	49.1	55.5	63.2	96	95.5
Female	116	98.3	31.3	42.9	25.9	68.8	67	77.5	96.7	95.7
Racial/Ethnic Group										
White	144	97.9	36.8	38.2	25	63.2	68.4	79.1	96.1	95
African American	92	98.9	47.2	39.3	13.5	52.8	49.4	57.6	96.8	96.5
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	86.2	N/A	96.2
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	73.3	62.6	92.9	96.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	96
Disability Status										
Disabled	37	91.9	80.6	12.9	6.5	19.4	19.1	26.1	95.5	94.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	75	61.2	94.1	97.3
Socio-Economic Status										
Subsidized meals	157	98.1	48	38.5	13.5	52	53.1	58.9	96	95.2

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
English/Language Arts							
2009	3	75	100	27	29.7	43.2	73
	4	76	100	34.2	49.3	16.4	65.8
	5	82	100	26.3	53.8	20	73.8
	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	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	75	100	28.4	48.6	23	71.6
	4	76	100	39.7	38.4	21.9	60.3
	5	82	100	28.8	50	21.3	71.3
	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	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	37	100	40.5	45.9	13.5	59.5
	4	76	100	43.8	47.9	8.2	56.2
	5	40	100	35.9	56.4	7.7	64.1
	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	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	38	100	13.5	45.9	40.5	86.5
	4	76	100	30.1	57.5	12.3	69.9
	5	42	100	46.3	31.7	22	53.7
	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	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	78	97.4	44.6	28.4	27	55.4
	4	77	98.7	39.7	46.6	13.7	60.3
	5	82	98.8	39.2	40.5	20.3	60.8
	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	N/A	N/AV	N/A	N/A	N/A	N/A

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