



MONARCH ELEMENTARY

218 Monarch School Dr.
Union, SC 29379

Grades	PK-5 Elementary School	
Enrollment	478 Students	
Principal	Anita Maness	864-429-1733
Superintendent	Dr. Kristi Woodall	864-429-1740
Board Chair	Dr. Wanda R. All	864-429-0746

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Average	Average
2008	Below Average	Below Average
2007	Below Average	At-Risk
2006	Below Average	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

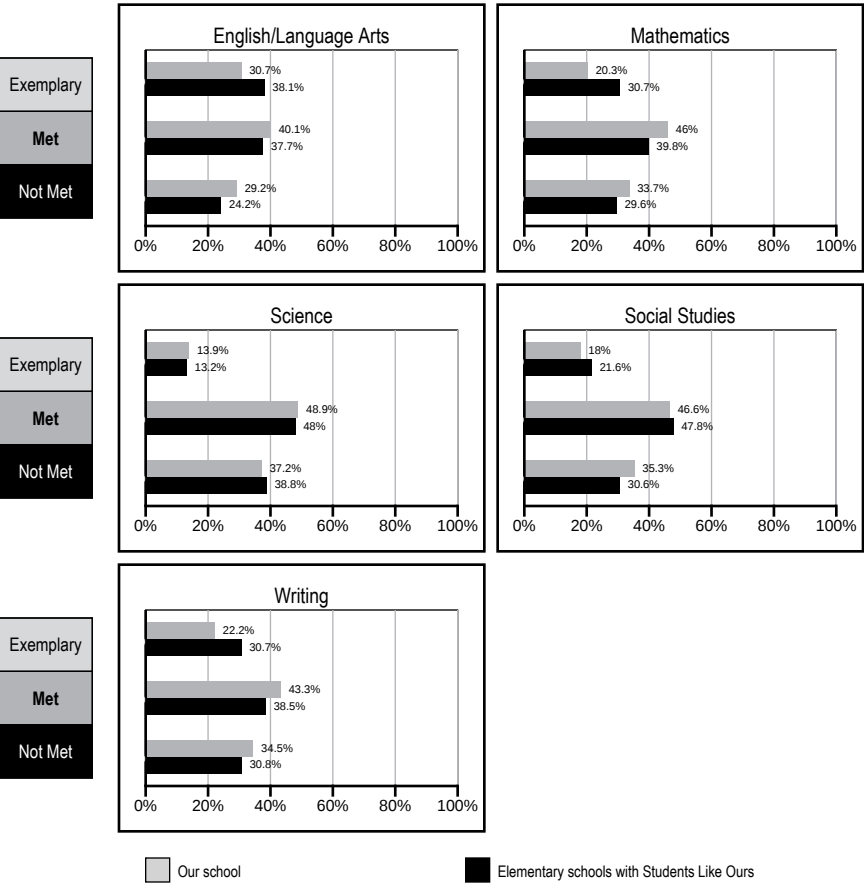
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
3	21	93	6	0

* Ratings are calculated with data available by 03/09/2011.

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=478)				
First graders who attended full-day kindergarten	100.0%	Up from 98.6%	100.0%	100.0%
Retention rate	1.4%	Down from 3.3%	1.2%	1.2%
Attendance rate	96.2%	Down from 96.4%	95.8%	96.1%
Eligible for gifted and talented	4.7%	Down from 5.0%	10.6%	11.7%
With disabilities other than speech	8.0%	Down from 10.4%	8.8%	8.0%
Older than usual for grade	0.3%	No Change	0.5%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=28)				
Teachers with advanced degrees	57.1%	Up from 54.3%	60.3%	60.5%
Continuing contract teachers	78.6%	Up from 74.3%	85.7%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	96.5%	Up from 96.0%	88.2%	87.0%
Teacher attendance rate	94.1%	Down from 95.4%	95.1%	95.4%
Average teacher salary*	\$45,459	Down 8.7%	\$47,146	\$47,288
Professional development days/teacher	16.6 days	Up from 13.4 days	10.3 days	10.5 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	27.3 to 1	Up from 18.3 to 1	19.2 to 1	19.2 to 1
Prime instructional time	89.9%	Down from 91.4%	90.0%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 98.3%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$6,349	Up 4.8%	\$7,524	\$7,548
Percent of expenditures for instruction**	70.9%	Up from 69.1%	68.2%	68.7%
Percent of expenditures for teacher salaries**	65.9%	Up from 64.0%	64.6%	65.1%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

During the 2009-2010 school year, the Monarch Elementary School students and staff delivered a stellar performance! Along with our great improvements, we also worked with USC-Upstate as a partner school to promote writing with the Family Writing Project.

Faculty members at MES always strive to follow teaching best practices based on current educational research. Teachers improve their skills through involvement in study groups and professional workshops.

We also strive to meet the physical and emotional needs of each child by providing health screenings, corrective dental work, and a strong guidance program. In addition to academics and citizenship, community involvement is emphasized through Relay for Life, local food banks, and many local charities. MES students are also given opportunities to excel in the Fine Arts by performing musical programs and entering art exhibits throughout the school community.

Monarch Elementary is one of two schools in the entire Upstate to have a Save the Children Program. This program provides in-school and afterschool remedial help in reading, provides proper nutritional snacks, and provides supervised physical activity.

We believe that it takes a community "team effort" to educate our children. We are often faced with many obstacles in the task of educating students today, but we can accomplish our goals by working together. Our school motto is "Making Everyone Stars," and we truly believe we can make all of our students "stars."

Anita Hart Maness, Principal
Courtney Dean, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	35	69	40
Percent satisfied with learning environment	100.0%	97.1%	89.7%
Percent satisfied with social and physical environment	100.0%	92.6%	87.5%
Percent satisfied with school-home relations	100.0%	88.2%	80.0%

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

No Child Left Behind

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	
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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	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.2%	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	209	100	29.2	40.1	30.7	87.1	78.4	83.5	Yes	Yes
Gender										
Male	104	100	31.7	46.5	21.8	84.2	76.3	80.1	N/A	N/A
Female	105	100	26.7	33.7	39.6	90.1	80.7	87	N/A	N/A
Racial/Ethnic Group										
White	121	100	24.4	41.2	34.5	88.2	82.3	89.6	Yes	Yes
African American	87	100	35.4	39	25.6	86.6	72.5	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	92.7	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	78.6	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	25	100	N/A	N/A	N/A	52.2	48.5	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	72.7	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	137	100	37.1	40.2	22.7	82.6	74.8	76.9	Yes	Yes

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

All Students	209	100	33.7	46	20.3	78.7	78.1	80.4	Yes	Yes
Gender										
Male	104	100	32.7	51.5	15.8	78.2	78	78.4	N/A	N/A
Female	105	100	34.7	40.6	24.8	79.2	78.1	82.5	N/A	N/A
Racial/Ethnic Group										
White	121	100	27.7	47.9	24.4	84	82.3	87.8	Yes	Yes
African American	87	100	42.7	42.7	14.6	70.7	71.6	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	93.5	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	78.6	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	25	100	N/A	N/A	N/A	56.5	47.4	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	72.7	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	137	100	42.4	43.9	13.6	73.5	74.1	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

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	142	100	37.2	48.9	13.9	62.8	59.9	67.3
Gender								
Male	70	100	35.3	51.5	13.2	64.7	61.7	66.9
Female	72	100	39.1	46.4	14.5	60.9	58.2	67.7
Racial/Ethnic Group								
White	85	100	24.1	55.4	20.5	75.9	69	79.6
African American	56	100	58.5	37.7	3.8	41.5	45.4	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	84.4
Hispanic	0	N/A	N/A	N/A	N/A	N/A	63.6	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	18	100	N/A	N/A	N/A	35.3	28.2	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	58.6
Socio-Economic Status								
Subsidized meals	90	100	48.3	41.4	10.3	51.7	53.3	55.4

Social Studies

All Students	138	100	35.3	46.6	18	64.7	63.8	70.9
Gender								
Male	75	100	24.7	53.4	21.9	75.3	65.6	70.1
Female	63	100	48.3	38.3	13.3	51.7	61.9	71.7
Racial/Ethnic Group								
White	82	100	33.8	46.3	20	66.3	67.9	79.2
African American	55	100	38.5	46.2	15.4	61.5	57.4	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	86.8
Hispanic	0	N/A	N/A	N/A	N/A	N/A	81.8	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	19	100	70.6	23.5	5.9	29.4	34.1	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	I/S	68
Socio-Economic Status								
Subsidized meals	89	100	45.9	42.4	11.8	54.1	58	60.8

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	208	100	34.5	43.3	22.2	65.5	64.1	72.1	96.2	95.5
Gender										
Male	103	100	46.5	38.6	14.9	53.5	56.8	65.2	96.3	95.4
Female	105	100	22.5	48	29.4	77.5	71.5	79.2	96.1	95.6
Racial/Ethnic Group										
White	121	100	29.4	43.7	26.9	70.6	70.3	80.8	95.9	95
African American	86	100	41	43.4	15.7	59	54.6	59.7	96.6	96.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	N/A	97.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	69.2	64.6	92.9	95.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	88.6
Disability Status										
Disabled	27	100	73.1	23.1	3.8	26.9	23.3	27.7	95.3	94.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	72.7	63.7	88.2	96.4
Socio-Economic Status										
Subsidized meals	137	100	39.1	45.1	15.8	60.9	57.6	61.9	95.8	95.2

Abbreviations for Missing Data

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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							
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
2010	3	67	100	35.9	21.9	42.2	64.1
	4	71	100	32.4	41.2	26.5	67.6
	5	71	100	20	55.7	24.3	80
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	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
2010	3	67	100	51.6	25	23.4	48.4
	4	71	100	19.1	61.8	19.1	80.9
	5	71	100	31.4	50	18.6	68.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	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
2010	3	35	100	55.9	29.4	14.7	44.1
	4	71	100	29.4	58.8	11.8	70.6
	5	36	100	34.3	48.6	17.1	65.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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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
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
2010	3	32	100	36.7	33.3	30	63.3
	4	71	100	29.4	54.4	16.2	70.6
	5	35	100	45.7	42.9	11.4	54.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	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
2010	3	66	100	39.1	40.6	20.3	60.9
	4	70	100	39.7	39.7	20.6	60.3
	5	72	100	25.4	49.3	25.4	74.6
	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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