



## Kensington Elementary

86 Kensington Blvd.  
Georgetown, South

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	697 Students	
<b>Principal</b>	Fedrick Cohens	843-546-8511
<b>Superintendent</b>	Dr. H. Randall Dozier	843-436-7000
<b>Board Chair</b>	Mr. Joe M. Crosby	843-436-7000

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Average</b>	<b>At-Risk</b>
2007	Good	Below Average
2006	Good	At-Risk
2005	Good	Good
2004	Good	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**

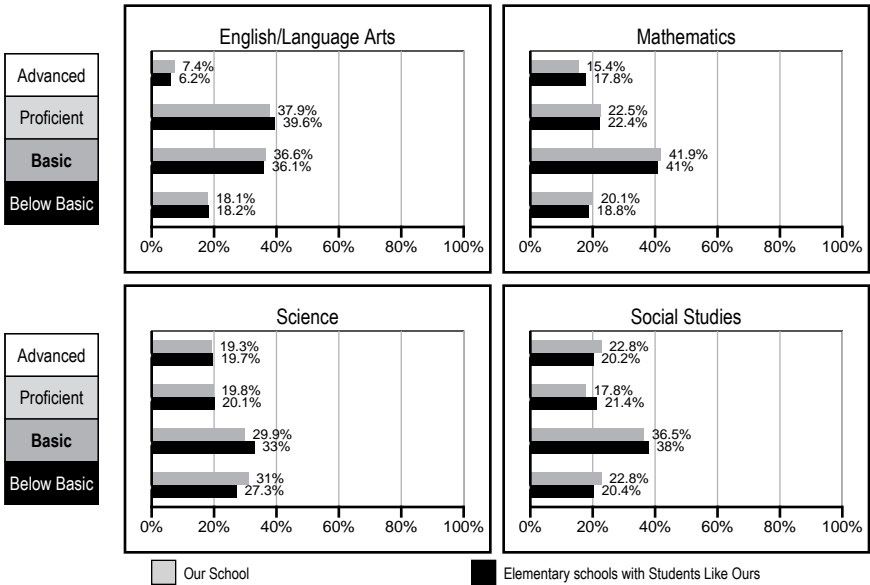
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.8%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
0	15	62	6	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
<b>Students (n=697)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.1%	Down from 4.1%	2.3%	2.3%
Attendance rate	96.4%	No Change	96.3%	96.3%
Eligible for gifted and talented	16.7%	Down from 22.4%	12.1%	10.4%
With disabilities other than speech	4.4%	Down from 4.6%	8.3%	7.5%
Older than usual for grade	0.7%	No Change	0.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=49)</b>				
Teachers with advanced degrees	59.2%	Down from 60.4%	56.4%	56.7%
Continuing contract teachers	81.6%	Up from 81.3%	79.3%	77.3%
Teachers with emergency or provisional certificates	2.3%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	83.9%	Down from 84.3%	87.7%	86.4%
Teacher attendance rate	96.1%	Up from 93.8%	95.2%	94.9%
Average teacher salary	\$47,326	Down 0.2%	\$45,292	\$45,345
Professional development days/teacher	11.3 days	Up from 10.4 days	12.2 days	12.6 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	17.1 to 1	Down from 17.3 to 1	18.8 to 1	18.5 to 1
Prime instructional time	91.5%	Up from 89.2%	90.1%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$7,129	Up 4.4%	\$6,606	\$7,052
Percent of expenditures for instruction*	69.9%	Down from 70.5%	68.9%	69.1%
Percent of expenditures for teacher salaries*	66.2%	Down from 66.5%	65.3%	64.2%

\* 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

For nearly 50 years, Kensington Elementary School has been a pillar in Georgetown County. The school's vast instructional programs have garnered several academic awards over the years, including being named Palmetto's Finest. Today, we continue to uphold our mission and vision; leaving no child behind and providing optimal learning experiences in a safe and nurturing learning environment that is rooted in exemplary teaching.

We firmly believe that "Together We Can Build the Brightest Future" at Kensington Elementary School. Our partnerships with the Georgetown Kraft Credit Union, the South Carolina Federal Credit Union, the Pawleys Island Kiwanis Club, and the Georgetown Rotary Club continue to help us achieve our goals through their active involvement in our academic programs. Our outstanding Parent Teacher Association and School Improvement Council equally support our vision.

Our 2007-08 Academic Fair Team represented us well in this district competition. We have many students who are shining examples of tomorrow's leaders, and as a result, many of our fifth graders were invited to be a part of the World Leadership Conference in Washington, DC. One of our fifth grade students won the district's Lt. Governor's Writing Contest. Two of our students placed in a local Black History Writing Contest. We have also had several students to win local and state art competitions. In the community, our students participate in many athletic events and have excelled. Kensington Elementary was a pilot school for Response to Intervention. We are pleased with the progress that we've made through the collaborative efforts of our learning specialist, school psychologist, and teachers. Our students are reaping the benefits of this instructional process that is aligned with educational best practices and current research.

The mission of Kensington Elementary School is to help all children achieve their maximum potential...and daily we exemplify this in our interactions with our diverse student population. We are truly a community school. After all, it takes a village to raise a child!

Fedrick D. Cohens, Principal  
Myrtle B. Morris, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	50	95	88
Percent satisfied with learning environment	92.0%	90.5%	96.6%
Percent satisfied with social and physical environment	90.0%	85.3%	94.3%
Percent satisfied with school-home relations	93.9%	91.5%	89.7%

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

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School Adequate Yearly Progress

NO

This school met 13 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

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	<b>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."</b>
HOLD	<b>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."</b>

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.7%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.6%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.4%	0.0%	No
Student attendance rate	96.4%	94.0%	Yes

\* Or greater than last year

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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*	Performance Objective Met	Participation Objective Met
<b>English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)</b>											
All Students	314	100	17.9	36.9	37.9	7.3	55.5	46	48.2	Yes	Yes
<b>Gender</b>											
Male	166	100	24.5	33.3	36.5	5.7	50.9	39.5	41.7	N/A	N/A
Female	148	100	10.6	40.8	39.4	9.2	60.6	53.1	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	176	100	10.6	32.4	46.5	10.6	68.2	58.9	60	Yes	Yes
African American	122	100	29.9	40.2	26.5	3.4	39.3	32.5	31.7	No	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	66.7	70.4	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	40.4	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
<b>Disability Status</b>											
Disabled	30	100	66.7	25.9	7.4	0	7.4	13.2	16	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	15	100	7.7	69.2	23.1	0	30.8	34.6	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	154	100	27.9	43.5	25.2	3.4	38.1	35.1	34	No	Yes
<b>Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)</b>											
All Students	314	100	19.9	41.9	22.9	15.3	51.8	46.1	45.8	Yes	Yes
<b>Gender</b>											
Male	166	100	22.6	41.5	19.5	16.4	50.9	45.4	45.6	N/A	N/A
Female	148	100	16.9	42.3	26.8	14.1	52.8	47	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	176	100	10.6	40.6	28.2	20.6	65.9	60.3	59	Yes	Yes
African American	122	100	33.3	45.3	13.7	7.7	30.8	30.9	26.9	No	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	76.7	71.3	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	43.6	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
<b>Disability Status</b>											
Disabled	30	100	63	25.9	11.1	0	14.8	15.3	17.1	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	15	100	23.1	30.8	38.5	7.7	53.8	43	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	154	100	29.3	47.6	15.6	7.5	34.7	35.8	31.4	No	Yes

\* 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 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
<b>Science</b>											
All Students	208	100	31.2	30.2	19.6	19.1	38.7	35.1	35.7	96.4	95.9
<b>Gender</b>											
Male	108	100	32	26.2	18.4	23.3	41.7	36.6	37.4	96.5	95.7
Female	100	100	30.2	34.4	20.8	14.6	35.4	33.6	33.8	96.3	96.1
<b>Racial/Ethnic Group</b>											
White	112	100	21.5	26.2	25.2	27.1	52.3	52.6	49.2	96	95.2
African American	84	100	42.7	34.1	13.4	9.8	23.2	17.3	17	96.7	96.6
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	54.5	58	98.2	97.1
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	30.6	24.9	97.6	96.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	97.4	94.8
<b>Disability Status</b>											
Disabled	22	100	68.4	26.3	5.3	0	5.3	12.3	14	94.9	94.4
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	11	100	44.4	44.4	11.1	0	11.1	26.9	24.4	98	97.1
<b>Socio-Economic Status</b>											
Subsided meals	104	100	39	37	17	7	24	22.9	21.1	95.9	95.7
<b>Social Studies</b>											
All Students	206	100	22.7	36.9	17.7	22.7	40.4	32.9	34	96.4	95.9
<b>Gender</b>											
Male	110	100	20	34.3	16.2	29.5	45.7	34.7	36.6	96.5	95.7
Female	96	100	25.8	39.8	19.4	15.1	34.4	30.8	31.3	96.3	96.1
<b>Racial/Ethnic Group</b>											
White	122	100	15.1	33.6	19.3	31.9	51.3	44.4	44.5	96	95.2
African American	74	100	37.1	42.9	14.3	5.7	20	19.5	19.1	96.7	96.6
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	88.9	58.9	98.2	97.1
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	40.4	27.5	97.6	96.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	97.4	94.8
<b>Disability Status</b>											
Disabled	18	100	70.6	23.5	0	5.9	5.9	12.8	14.4	94.9	94.4
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	36.5	27.3	98	97.1
<b>Socio-Economic Status</b>											
Subsided meals	97	100	37	40.2	15.2	7.6	22.8	22.1	21	95.9	95.7

\* 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*
<b>English/Language Arts</b>								
<b>2007</b>	3	92	100	5.9	35.3	50.6	8.2	58.8
	4	97	100	12	37	39.1	12	51.1
	5	100	100	19.8	39.6	36.5	4.2	40.6
	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
<b>2008</b>	3	118	100	11.6	27.7	46.4	14.3	60.7
	4	100	100	27.1	37.5	34.4	1	35.4
	5	96	100	16.1	47.3	31.2	5.4	36.6
	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
<b>Mathematics</b>								
<b>2007</b>	3	92	100	11.8	57.6	24.7	5.9	30.6
	4	97	100	12	39.1	21.7	27.2	48.9
	5	100	100	16.7	45.8	30.2	7.3	37.5
	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
<b>2008</b>	3	118	100	17.9	41.1	21.4	19.6	41.1
	4	100	100	21.9	46.9	21.9	9.4	31.3
	5	96	100	20.4	37.6	25.8	16.1	41.9
	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
<b>Science</b>								
<b>2007</b>	3	47	100	34.9	30.2	23.3	11.6	34.9
	4	97	100	27.2	27.2	19.6	26.1	45.7
	5	50	100	22.2	35.6	20	22.2	42.2
	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
<b>2008</b>	3	60	100	28.1	29.8	29.8	12.3	42.1
	4	100	100	35.4	31.3	16.7	16.7	33.3
	5	48	100	26.1	28.3	13	32.6	45.7
	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
<b>Social Studies</b>								
<b>2007</b>	3	45	100	9.5	50	31	9.5	40.5
	4	97	100	15.2	29.3	20.7	34.8	55.4
	5	53	100	20.8	39.6	25	14.6	39.6
	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
<b>2008</b>	3	58	100	10.9	21.8	32.7	34.5	67.3
	4	100	100	28.1	44.8	14.6	12.5	27.1
	5	48	100	25.5	38.3	6.4	29.8	36.2
	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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