

Kensington Elementary

86 Kensington Blvd.
Georgetown, South

Grades	PK-5 Elementary School	
Enrollment	750 Students	
Principal	Fedrick Cohens	843-546-8511
Superintendent	Dr. H. Randall Dozier	843-436-7000
Board Chair	Mr. Jim Dumm	843-436-7000

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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

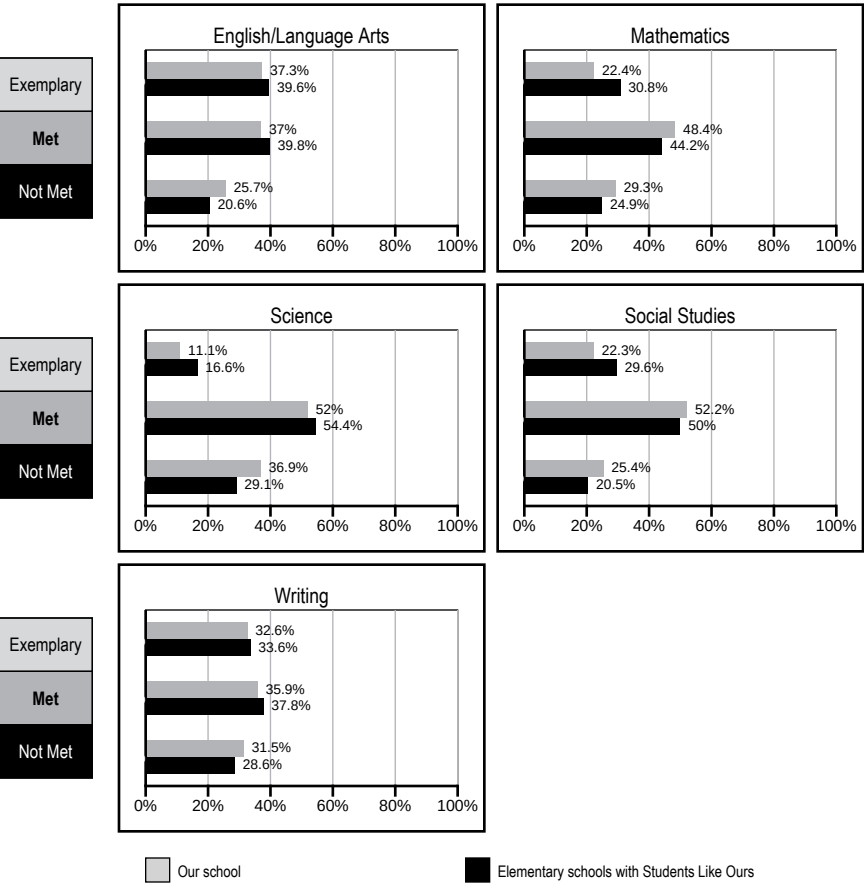
97.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
6	29	57	2	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=750)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.0%	Down from 3.1%	1.9%	1.9%
Attendance rate	96.1%	Down from 96.4%	96.2%	96.3%
Eligible for gifted and talented	14.3%	Down from 16.7%	11.7%	10.0%
With disabilities other than speech	5.6%	Up from 4.4%	8.9%	7.7%
Older than usual for grade	0.2%	Down from 0.7%	0.5%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=48)				
Teachers with advanced degrees	58.3%	Down from 59.2%	58.8%	59.4%
Continuing contract teachers	89.6%	Up from 81.6%	83.8%	80.0%
Teachers with emergency or provisional certificates	2.1%	Down from 2.3%	0.0%	0.0%
Teachers returning from previous year	84.9%	Up from 83.9%	86.1%	85.9%
Teacher attendance rate	95.4%	Down from 96.1%	95.3%	95.1%
Average teacher salary*	\$50,053	Up 5.8%	\$46,849	\$47,149
Professional development days/teacher	10.2 days	Down from 11.3 days	11.8 days	11.1 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	18.5 to 1	Up from 17.1 to 1	19.1 to 1	18.8 to 1
Prime instructional time	90.1%	Down from 91.5%	90.4%	90.4%
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	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$7,541	Up 5.8%	\$7,175	\$7,458
Percent of expenditures for instruction**	70.3%	Up from 69.9%	68.2%	68.8%
Percent of expenditures for teacher salaries**	65.6%	Down from 66.2%	64.1%	63.2%

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

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Imagine an elementary school where individual students' needs are met to reflect their individual strengths and weaknesses; an environment where parents and volunteers come daily to read with children and practice sight words. A school where business partners sponsor family literacy nights and reward children for their exceptional character skills. A community of learning where teachers work collaboratively with each other to ensure that optimal learning is occurring daily. An elementary school where an active PTA and SIC work diligently to ensure that our mission is fulfilled. A building that invites you from arrival to departure to explore our classrooms, where excitement is always in the air.

This is Kensington Elementary School! A school where excellence is expected! The 2008-09 school year proved to be very exciting in many ways. Our students, parents, faculty, and staff worked diligently to improve student achievement. Our emphasis on best practices in literacy has resulted in growth in student reading. Professional development in literacy has proven to be productive. Our staff has begun to take steps in implementing balanced literacy. This initiative, along with Response to Intervention, will enable us to help all children reach their maximum potential.

In 2008-09, we also garnered many awards and accolades. The principal was recognized as Administrator of the Year. We added two more national board certified teachers to our staff. Several teachers received grants to enhance teaching and learning. We hosted Coastal Carolina University education majors in the fall and spring as a part of their Immersion Program. Our students also continue to be recognized for their accomplishments. Every student had the opportunity to be a Terrific Kid for the week in their classroom. We also recognize Kids of Character and Student of the Month through our character education program. This year, a 5th grade student also won the Superintendent Writing Award for the district. This is the second year we have won this award. Two more 5th graders won the Black History Contest sponsored by Delta Sigma Theta Sorority. We had four 4th grade students participate in the Duke TIP program. We also had students receive awards in Fire Safety contests, the Superintendent Art Show, and the C.B. Dodson Academic Awards program. Many of our students also participate in recreational sports. They receive awards in these programs as well.

One initiative implemented in 2008-09 that we are extremely proud of is our Student Leadership Council. The Student Leadership Council is sponsored by the School Improvement Council and is designed to promote leadership skills in 4th and 5th grade students. The inaugural year was quite successful. The students were involved in bullying campaigns, tardy and attendance rallies, and even invited an Air Force pilot to speak to students about teamwork.

The mission of Kensington Elementary School is to help all children achieve their maximum potential within a comprehensive, nurturing learning environment so that they may become caring, responsible citizens, as well as lifelong learners. Daily we all work to ensure that we are fulfilling our mission, vision, and goals.

Fedrick D. Cohens, Principal
Myrtle B. Morris, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	51	104	94
Percent satisfied with learning environment	98.0%	86.5%	88.0%
Percent satisfied with social and physical environment	96.1%	83.5%	87.1%
Percent satisfied with school-home relations	94.1%	93.3%	84.9%

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

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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	2.4%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.6%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.1%	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	350	100	25.5	37.4	37.1	84	81.6	82.8	Yes	Yes
Gender										
Male	176	100	30.8	38.5	30.8	78.7	77.5	79.3	N/A	N/A
Female	174	100	20.2	36.3	43.5	89.3	86	86.5	N/A	N/A
Racial/Ethnic Group										
White	193	100	14.9	36.2	48.9	91.5	89.9	89.5	Yes	Yes
African American	137	100	41.5	36.9	21.5	73.1	72.4	73.7	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	91.7	92.3	I/S	I/S
Hispanic	13	100	16.7	58.3	25	91.7	80.2	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	29	100	74.1	22.2	3.7	44.4	39.7	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	19	100	22.2	55.6	22.2	83.3	78.8	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	187	100	38.4	39.5	22	75.1	75.4	75.5	Yes	Yes

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

All Students	350	99.7	29.4	48.4	22.3	79.5	80.4	78.9	Yes	Yes
Gender										
Male	176	99.4	31.4	47.9	20.7	78.1	77.7	77	N/A	N/A
Female	174	100	27.4	48.8	23.8	81	83.3	80.9	N/A	N/A
Racial/Ethnic Group										
White	193	100	19.1	51.1	29.8	85.6	88.9	87.2	Yes	Yes
African American	137	99.3	44.6	43.1	12.3	69.2	70.7	66.7	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	95.8	93	I/S	I/S
Hispanic	13	100	33.3	50	16.7	91.7	84.5	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	29	96.6	63	25.9	11.1	51.9	36.4	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	19	100	27.8	61.1	11.1	88.9	83.8	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	187	99.5	38.4	50.3	11.3	71.8	73.7	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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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	234	100	37.2	51.8	11.1	62.8	65.8	67.5
Gender								
Male	123	100	37.3	49.2	13.6	62.7	63.5	67
Female	111	100	37	54.6	8.3	63	68.3	68
Racial/Ethnic Group								
White	129	100	24.4	59.8	15.7	75.6	79.6	79.5
African American	90	100	53.6	42.9	3.6	46.4	50.6	50.3
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	87.5	84.3
Hispanic	10	I/S	I/S	I/S	I/S	I/S	58.2	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	19	100	72.2	22.2	5.6	27.8	26.8	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	14	100	57.1	35.7	7.1	42.9	55.1	59.6
Socio-Economic Status								
Subsided meals	123	100	48.7	46.2	5.1	51.3	55.1	55.1

Social Studies

All Students	237	100	26.1	51.8	22.1	73.9	70.4	72.3
Gender								
Male	115	100	26.6	44	29.4	73.4	70	71.5
Female	122	100	25.6	59	15.4	74.4	70.8	73.2
Racial/Ethnic Group								
White	130	100	15.2	52	32.8	84.8	81.6	80.7
African American	94	100	40.9	51.1	8	59.1	58	60
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	94.1	88.5
Hispanic	8	I/S	I/S	I/S	I/S	I/S	65.8	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	20	100	N/AV	N/AV	N/AV	33.3	34	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	13	100	30.8	53.8	15.4	69.2	61.3	67.9
Socio-Economic Status								
Subsided meals	128	100	40	50.8	9.2	60	60.5	62.1

Abbreviations for Missing Data

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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	351	99.2	31.5	35.9	32.6	68.5	69.5	70.2	96.1	96.2
Gender										
Male	177	98.9	37.6	34.1	28.2	62.4	61.9	63.2	96.2	96.1
Female	174	99.4	25.1	37.7	37.1	74.9	77.7	77.5	96.1	96.3
Racial/Ethnic Group										
White	193	100	22.3	36.2	41.5	77.7	80.2	79.1	95.8	95.6
African American	138	97.8	44.6	33.1	22.3	55.4	57.9	57.6	96.3	96.8
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	84.6	86.2	98.4	97.3
Hispanic	13	100	33.3	58.3	8.3	66.7	64.7	62.6	96.7	96.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	96.1	93.2
Disability Status										
Disabled	28	89.3	N/AV	N/AV	N/AV	12.5	16.1	26.1	95.2	95
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	19	100	33.3	55.6	11.1	66.7	62.6	61.2	97.1	97.2
Socio-Economic Status										
Subsidized meals	186	98.4	43.2	36.4	20.5	56.8	59.7	58.9	95.9	96

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	126	100	26.6	29	44.4	73.4
	4	121	100	30.7	40.4	28.9	69.3
	5	103	100	18.2	44.4	37.4	81.8
	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	126	100	33.9	42.7	23.4	66.1
	4	121	99.2	23.7	50	26.3	76.3
	5	103	100	30.3	53.5	16.2	69.7
	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
Science							
2009	3	62	100	27.4	56.5	16.1	72.6
	4	121	100	43	51.8	5.3	57
	5	51	100	36	46	18	64
	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	64	100	22.6	58.1	19.4	77.4
	4	121	100	27.2	52.6	20.2	72.8
	5	52	100	28	42	30	72
	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	126	99.2	28.5	36.6	35	71.5
	4	121	99.2	38.3	33.9	27.8	61.7
	5	104	99	27.3	37.4	35.4	72.7
	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

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