



KENSINGTON ELEMENTARY

86 Kensington Blvd.
Georgetown, South

Grades	PK-5 Elementary School	
Enrollment	767 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 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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

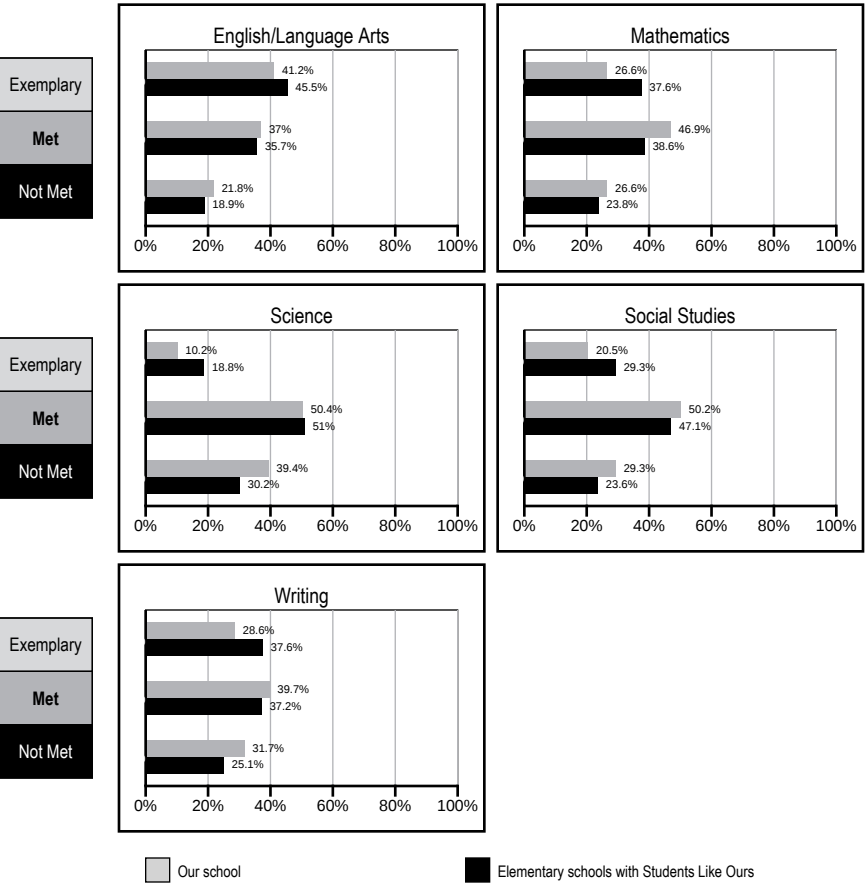
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 99.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
16	38	41	0	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=767)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.2%	Down from 2.0%	1.2%	1.2%
Attendance rate	95.8%	Down from 96.1%	96.1%	96.1%
Eligible for gifted and talented	16.4%	Up from 14.3%	14.6%	11.7%
With disabilities other than speech	6.1%	Up from 5.6%	8.2%	8.0%
Older than usual for grade	0.5%	Up from 0.2%	0.3%	0.4%
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	54.2%	Down from 58.3%	59.2%	60.5%
Continuing contract teachers	93.8%	Up from 89.6%	85.7%	84.6%
Teachers with emergency or provisional certificates	2.1%	No Change	0.0%	0.0%
Teachers returning from previous year	89.5%	Up from 84.9%	86.7%	87.0%
Teacher attendance rate	95.8%	Up from 95.4%	95.5%	95.4%
Average teacher salary*	\$49,840	Down 0.4%	\$47,480	\$47,288
Professional development days/teacher	9.6 days	Down from 10.2 days	10.3 days	10.5 days
School				
Principal's years at school	5.0	Up from 4.0	5.0	4.0
Student-teacher ratio in core subjects	19.1 to 1	Up from 18.5 to 1	20.0 to 1	19.2 to 1
Prime instructional time	90.4%	Up from 90.1%	90.8%	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 99.9%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,078	Down 6.1%	\$6,921	\$7,548
Percent of expenditures for instruction**	70.7%	Up from 70.3%	69.0%	68.7%
Percent of expenditures for teacher salaries**	66.5%	Up from 65.6%	65.9%	65.1%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

A student-centered school serving nearly 750 students, the Kensington family is committed to promoting maximum student learning in a safe, caring environment. Along with the constant support from our PTA and SIC in our planning and improvement process, our school has a compassionate staff dedicated to helping all students succeed. Sustained, high student achievement remains a trademark of our school. During the 2010-11, we will unveil our new expanded cafeteria along with four new primary classrooms and two kindergarten classrooms. The new construction office will also afford us with needed storage areas.

At Kensington, we stress academic achievement through the use of state standards and in-going instructional efforts. We credit the successes of our students and staff to our commitment to utilizing data to make informed decisions, setting goals, partnering with parents, and engaging in professional development in an effort to design motivating and rigorous instructional programs to improve each one academically, socially, emotionally, and physically. We are proud of the implementation of Response to Intervention, Balanced Literacy, and Everyday Math in all of our grade levels. Our school-wide PRIME (Promoting Reading in Multiple Exercises) Time provides remediation and enrichment in reading fluency and comprehension. Our teachers have begun to use technology to differentiate instruction and assessment. We are very proud of our teacher web pages and have created a friendly competition to encourage our stakeholders to check out our website often. This year we added two more national board certified teachers. Allyson Smith, instructional assistant, was honored as the GCSD Support Staff Person of the Year, and Belinda Ford, was named Teacher of the Year. Our teachers wrote and received over \$6,000 in Donors Choose grants and participated in local, regional, and state conferences/professional development. Our students also garnered awards for their academic, artistic, and athletic performances. We are most proud of our Third and Fourth Grade Academic Team that won first place in the district academic fair. Our Fifth Grade Team came in second place.

Our children are our greatest resource, and we realize our duty to serve them and make a positive difference in their lives. The future challenges us to maintain our high academic standards yet still meet the demands of serving a diverse population. We seek to create a culture of excellence in teaching and learning while striving to embody our vision and mission. Now more than ever before, we are harnessing the talents of our volunteers and bringing together the efforts of our SIC, PTA, and business partners to provide our students with the very best! We invite you to visit our school and to participate in all of the exciting activities we have planned. Come experience Kensington and expect to be impressed!

Fedrick D. Cohens, M.Ed.
National Board Certified Teacher
Principal

Tracey Morris
School Improvement Council
Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	48	130	109
Percent satisfied with learning environment	97.9%	91.5%	93.3%
Percent satisfied with social and physical environment	87.5%	92.3%	91.6%
Percent satisfied with school-home relations	89.4%	90.0%	90.7%

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

Abbreviations for Missing Data

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

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	1.2%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.1%	0.0%	No
Student attendance rate	95.8%	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	379	99.7	22.2	36.8	41	86.5	83.7	83.5	Yes	Yes
Gender										
Male	190	100	26.4	34.3	39.3	83.1	80.4	80.1	N/A	N/A
Female	189	99.5	18	39.3	42.7	89.9	87.2	87	N/A	N/A
Racial/Ethnic Group										
White	203	100	16	32.5	51.5	92.8	90.1	89.6	Yes	Yes
African American	153	100	28.5	42.4	29.2	79.2	76.6	74.6	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	92.9	92.7	I/S	I/S
Hispanic	16	100	38.5	30.8	30.8	76.9	80.7	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	33	100	86.7	10	3.3	26.7	43.5	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	17	94.1	38.9	38.9	22.2	77.8	81.5	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	220	100	29.7	43.1	27.2	80.2	78.1	76.9	Yes	Yes

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

All Students	379	100	27	46.6	26.4	81.2	82.1	80.4	Yes	Yes
Gender										
Male	190	100	25.3	48.3	26.4	80.3	79.7	78.4	N/A	N/A
Female	189	100	28.7	44.9	26.4	82	84.8	82.5	N/A	N/A
Racial/Ethnic Group										
White	203	100	17	47.9	35.1	88.7	89.2	87.8	Yes	Yes
African American	153	100	36.8	46.5	16.7	73.6	74	69.3	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	92.9	93.5	I/S	I/S
Hispanic	16	100	61.5	23.1	15.4	53.8	85	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	33	100	76.7	20	3.3	36.7	37.8	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	17	100	55.6	33.3	11.1	61.1	84.9	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	220	100	37.6	47.5	14.9	72.8	76.5	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	255	100	39.9	50	10.1	60.1	63.8	67.3
Gender								
Male	121	100	42.9	49.1	8	57.1	62.5	66.9
Female	134	100	37.3	50.8	11.9	62.7	65.1	67.7
Racial/Ethnic Group								
White	140	100	27.3	59.1	13.6	72.7	78.7	79.6
African American	101	100	56.4	38.3	5.3	43.6	47.3	49.7
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	80	84.4
Hispanic	11	100	I/S	I/S	I/S	I/S	63.2	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	22	100	N/A	N/A	N/A	5	22.6	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	9	I/S	50	41.7	8.3	50	60.5	58.6
Socio-Economic Status								
Subsidized meals	145	100	55	41.2	3.8	45	52.8	55.4

Social Studies

All Students	257	100	29.9	49.8	20.3	70.1	67.7	70.9
Gender								
Male	136	100	33.1	44.9	22	66.9	66.3	70.1
Female	121	100	26.3	55.3	18.4	73.7	69.2	71.7
Racial/Ethnic Group								
White	133	100	18	54.7	27.3	82	78.2	79.2
African American	106	100	42	45	13	58	55.4	58.4
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	84.2	86.8
Hispanic	12	100	I/S	I/S	I/S	I/S	68.7	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	27	100	N/A	N/A	N/A	25	29.6	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	14	100	53.8	38.5	7.7	46.2	66.3	68
Socio-Economic Status								
Subsidized meals	156	100	45.1	45.1	9.7	54.9	57.8	60.8

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	384	98.2	31.3	39.9	28.8	68.7	69.4	72.1	95.8	95.8
Gender										
Male	191	97.4	37.5	42	20.5	62.5	62.3	65.2	95.7	95.7
Female	193	99	25.3	37.9	36.8	74.7	76.9	79.2	95.9	96
Racial/Ethnic Group										
White	204	99.5	20.8	43.7	35.5	79.2	79.6	80.8	95.6	95.2
African American	157	96.8	42.7	35	22.4	57.3	58.3	59.7	96.1	96.4
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	82.8	87	97	96.7
Hispanic	16	100	61.5	30.8	7.7	38.5	62.2	64.6	96.5	96.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	93.4
Disability Status										
Disabled	33	90.9	N/AV	N/AV	N/AV	13.8	16.6	27.7	94.2	94.7
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	18	94.4	55.6	38.9	5.6	44.4	61.3	63.7	96.7	97.1
Socio-Economic Status										
Subsidized meals	225	97.3	42.2	40.2	17.6	57.8	60.4	61.9	95.3	95.6

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
2010	3	120	99.2	16.8	34.5	48.7	83.2
	4	132	100	25.4	38.5	36.1	74.6
	5	127	100	24	37.2	38.8	76
	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	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
2010	3	120	100	30.1	38.1	31.9	69.9
	4	132	100	23.8	50	26.2	76.2
	5	127	100	27.3	51.2	21.5	72.7
	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
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
2010	3	59	100	53.6	37.5	8.9	46.4
	4	132	100	35.2	58.2	6.6	64.8
	5	64	100	36.7	45	18.3	63.3
	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

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
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
2010	3	61	100	31.6	47.4	21.1	68.4
	4	132	100	27.9	51.6	20.5	72.1
	5	64	100	32.3	48.4	19.4	67.7
	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
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
2010	3	121	99.2	28.4	42.2	29.3	71.6
	4	131	99.2	35.2	37.7	27	64.8
	5	132	96.2	30	40	30	70
	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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