



2021-22 Phase Three: Kenwood Station Executive Summary for Schools

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Kenwood Station Elementary School

Mary Garrett

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Crestwood, Kentucky, 40014

United States of America

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Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

First opened in 2005, Kenwood Station Elementary School is located in Oldham County, Kentucky. As a part of the South Oldham Campus, Kenwood Station is within one mile of Camden Station Elementary, South Oldham Middle School and South Oldham High School. Kenwood serves a middle class suburban community with a median income of \$81,237 and a diverse population of about 650 students consisting roughly of 88.9% Caucasian, 3.2% Hispanic, 4.4% Two or more races and 3.5% Other. As of the 2021-2022 school year, 14.7% of the student population qualified for free and reduced lunch, 7.98% for special education services, 0.8% for the Limited English Program, and 11.8% for Gifted and Talented/Primary Talent Pool. Kenwood Station's staff consists of a Principal, Assistant Principal, Guidance Counselor, Literacy Coach, Library Media Specialist, 1 Enrichment Coordinator, 28 Classroom Teachers, 5 Special Education Teachers, 1 Speech/Language Pathologist, 0.5 ARC chairperson, 4 Arts & Humanities Teachers, 2 certified intervention teachers, 14 classified staff with office or student duties, 1 plant operator, 2 full-time custodians, 1 part-time custodian, and 1 full-time nurse.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The school's purpose is to empower students as learners and to provide opportunities for learning, ensuring students leave our school as proficient readers, writers, and mathematicians. Simultaneously, our purpose is to ensure students have the skills necessary to succeed in the world when interacting with others- always respecting others and themselves so they can live a happy and resilient life.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Learning loss is an unfortunate but obvious trend in our school, similar to many others. Having said that, our current state shows approximately 79% of students

scoring in the "average" range or higher in reading on MAP tests. 60.3% of students scored proficient or distinguished in reading on KPREP in the 20-21 school year. Although MAP scores show a similar % of proficiency among black students (64%+ average or higher), KPREP shows a GAP in this area. Only 46% of black students scored P/D. Disabled students show a similar gap in reading. on KPREP and MAP, they scored only around 30% P/D. Math is similar to reading. Our current state shows approximately 83% of students scoring in the "average" range or higher in math on MAP tests. 64.4% of students scored proficient or distinguished in math on KPREP in the 20-21 school year. MAP and KPREP scores show a gap in % of proficiency among black students (46% P/D on KPREP and MAP). Disabled students show a similar gap in math. on KPREP and MAP, they scored only around 30% P/D.

Additional Information

CSI/TSI Schools (including ATSI) Only: Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

n/a

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

n/a

Attachment Summary

Attachment Name	Description	Associated Item(s)
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