



## Orange Grove Charter

3795 Spruill Ave.  
North Charleston, SC

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	717 Students	
<b>Principal</b>	Larry DiCenzo	843-763-1520
<b>Superintendent</b>	Dr. Nancy J. McGinley	843-937-6319
<b>Board Chair</b>	Mrs. Toya Hampton Green	843-723-7831

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Good</b>	<b>Good</b>
2008	Average	Good
2007	Average	Good
2006	N/A	N/A
2005	N/A	N/A

## 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**

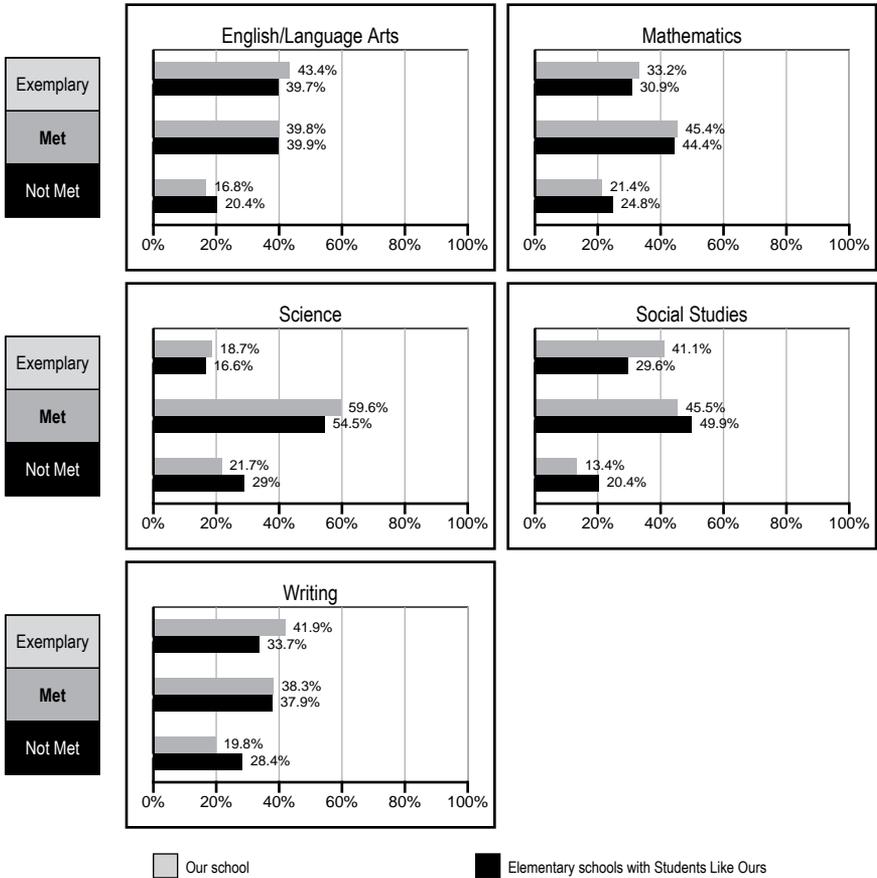
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 98.1%

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

Excellent	Good	Average	Below Average	At-Risk
6	30	54	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
<b>Students (n=717)</b>				
First graders who attended full-day kindergarten	72.1%	Down from 92.2%	100.0%	100.0%
Retention rate	5.7%	Up from 4.1%	1.9%	1.9%
Attendance rate	96.6%	No Change	96.2%	96.3%
Eligible for gifted and talented	11.7%	Up from 10.5%	11.4%	10.0%
With disabilities other than speech	6.7%	Up from 6.5%	8.9%	7.7%
Older than usual for grade	1.3%	Up from 0.8%	0.5%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.1%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n=64)</b>				
Teachers with advanced degrees	67.2%	Down from 68.9%	58.8%	59.4%
Continuing contract teachers	84.4%	Up from 78.7%	84.4%	80.0%
Teachers with emergency or provisional certificates	1.7%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	86.2%	85.9%
Teacher attendance rate	100.0%	Up from 97.6%	95.3%	95.1%
Average teacher salary*	\$47,558	Up 3.8%	\$46,849	\$47,149
Professional development days/teacher	5.2 days	Down from 7.6 days	11.7 days	11.1 days
<b>School</b>				
Principal's years at school	10.0	Up from 9.0	4.0	4.0
Student-teacher ratio in core subjects	16.2 to 1	No Change	19.1 to 1	18.8 to 1
Prime instructional time	96.6%	Up from 93.8%	90.4%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	98.6%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,340	Up 24.4%	\$7,147	\$7,458
Percent of expenditures for instruction**	76.0%	No Change	68.3%	68.8%
Percent of expenditures for teacher salaries**	71.6%	Up from 69.6%	63.9%	63.2%

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

\*\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

Orange Grove Elementary Charter School is located in the West Ashley area of Charleston, South Carolina. This is our fourth year as a Charter School. We are excited to announce that we moved over the summer into our new facility back on our old campus.

We draw our students from a wide range of cultural and socio-economic areas. Our school houses three self-contained special education classes in addition to two resource programs where students are mainstreamed when appropriate. We offer a traditional education that focuses on the basics, while enhancing the curriculum with technology, creative arts and other programs.

Significant accomplishments and notable awards are the direct result of dedicated and motivated teachers and parents. For years, Orange Grove has been known for its exceptional levels of parent and community involvement. We have repeatedly achieved recognition for excellence at the local, state and national levels. One of many significant accomplishments that speak to the excellence of Orange Grove is the 18 years we have received SC Incentive Awards for faculty and student attendance, and student test scores, a claim that can only be made by a few schools statewide! We have received the Palmetto Gold Award three times and this past year received the Silver Award also for the third time. We have been recognized by the S.C. Education Oversight Committee for closing the achievement gap through exemplary PACT performance of historically underachieving students. We have received this award four times, quite an accomplishment! We expect to continue this accomplishment with PASS.

We have established three goals for this year. They are as follows: We will infuse more technology into our curriculum and provide the staff development training to go along with it. Students performing on PASS in the "not met" category must decrease by a minimum of 5%; students performing at the exemplary level will increase by a minimum of 5%. The strategy we use to accomplish the last two goals is to provide a rigorous and relevant curriculum, which insures all students have the opportunity to meet grade level standards and maximize their ability to achieve.

Larry DiCenzo, Principal  
Charles Castner, President, Board of Directors

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	28	113	102
Percent satisfied with learning environment	100.0%	76.1%	88.9%
Percent satisfied with social and physical environment	96.4%	73.5%	87.1%
Percent satisfied with school-home relations	92.9%	85.8%	92.1%

\* 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

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

School Improvement Key

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>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."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.5%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	7.5%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	94.0%*	Yes

\* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	318	99.7	16.8	39.8	43.4	91.1	84.9	82.8	Yes	Yes
<b>Gender</b>										
Male	155	100	20.7	42.7	36.7	88	81.8	79.3	N/A	N/A
Female	163	99.4	13	37	50	94.2	88.1	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	114	99.1	11	27.5	61.5	91.7	95.8	89.5	Yes	Yes
African American	180	100	21.3	47.7	31	90.2	74.8	73.7	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	96.4	92.3	I/S	I/S
Hispanic	15	100	15.4	53.8	30.8	92.3	76.3	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	94	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	37	100	52.8	33.3	13.9	61.1	53.5	52	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	15	100	15.4	46.2	38.5	84.6	75.6	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	174	100	20.7	44.5	34.8	90.2	74.9	75.5	Yes	Yes

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

All Students	318	99.7	21.4	45.4	33.2	85.2	81	78.9	Yes	Yes
<b>Gender</b>										
Male	155	100	25.3	42.7	32	82	79.3	77	N/A	N/A
Female	163	99.4	17.5	48.1	34.4	88.3	82.8	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	114	99.1	14.7	31.2	54.1	88.1	94.6	87.2	Yes	Yes
African American	180	100	27.6	54	18.4	82.2	67.9	66.7	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	94.6	93	I/S	I/S
Hispanic	15	100	7.7	53.8	38.5	92.3	76.7	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	92	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	37	100	66.7	27.8	5.6	44.4	46.9	45.5	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	15	100	23.1	46.2	30.8	76.9	77.1	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	174	100	23.2	56.1	20.7	86	69.2	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
<b>Science</b>								
All Students	211	99.1	21.3	59.9	18.8	78.7	68.9	67.5
<b>Gender</b>								
Male	104	99	27.5	53.9	18.6	72.5	68.2	67
Female	107	99.1	15	66	19	85	69.6	68
<b>Racial/Ethnic Group</b>								
White	74	97.3	19.1	44.1	36.8	80.9	90.4	79.5
African American	122	100	22.7	69.7	7.6	77.3	48.1	50.3
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	87.2	84.3
Hispanic	11	100	27.3	63.6	9.1	72.7	58.6	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84.4	71.2
<b>Disability Status</b>								
Disabled	23	100	72.7	22.7	4.5	27.3	36.6	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
<b>English Proficiency</b>								
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	58.3	59.6
<b>Socio-Economic Status</b>								
Subsidized meals	113	100	23.4	69.2	7.5	76.6	50.2	55.1
<b>Social Studies</b>								
All Students	212	99.5	13.3	45.8	40.9	86.7	76.8	72.3
<b>Gender</b>								
Male	100	100	22.9	33.3	43.8	77.1	75.3	71.5
Female	112	99.1	4.7	57	38.3	95.3	78.4	73.2
<b>Racial/Ethnic Group</b>								
White	73	98.6	9.9	39.4	50.7	90.1	91.5	80.7
African American	121	100	16.4	50.9	32.8	83.6	62.7	60
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	89.5	88.5
Hispanic	11	100	I/S	I/S	I/S	I/S	71.4	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	90.9	72.2
<b>Disability Status</b>								
Disabled	28	100	51.9	33.3	14.8	48.1	46.6	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
<b>English Proficiency</b>								
Limited English Proficient	12	100	9.1	36.4	54.5	90.9	71.6	67.9
<b>Socio-Economic Status</b>								
Subsidized meals	120	100	11.3	54.8	33.9	88.7	64	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
<b>Writing</b>										
All Students	321	99.4	19.3	38.6	42.2	80.7	74.1	70.2	96.6	96
<b>Gender</b>										
Male	156	99.4	25.3	43.3	31.3	74.7	67.8	63.2	96.7	95.9
Female	165	99.4	13.5	34	52.6	86.5	80.6	77.5	96.4	96.1
<b>Racial/Ethnic Group</b>										
White	113	100	14.7	27.5	57.8	85.3	90.4	79.1	96.2	95.9
African American	182	98.9	23	46	31	77	59.2	57.6	96.8	96
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	89.9	86.2	96.7	97
Hispanic	17	100	20	46.7	33.3	80	61.1	62.6	96.5	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84	68.7	95	95.8
<b>Disability Status</b>										
Disabled	36	100	65.7	25.7	8.6	34.3	29.6	26.1	96.5	95
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.4
<b>English Proficiency</b>										
Limited English Proficient	15	93.3	25	41.7	33.3	75	60.2	61.2	96.5	96.5
<b>Socio-Economic Status</b>										
Subsidized meals	173	99.4	21.6	47.5	30.9	78.4	59.1	58.9	96.2	95.7

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
<b>English/Language Arts</b>							
<b>2009</b>	3	100	100	17	28.7	54.3	83
	4	105	99.1	23	48	29	77
	5	113	100	10.9	41.8	47.3	89.1
	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
<b>Mathematics</b>							
<b>2009</b>	3	100	100	27.7	43.6	28.7	72.3
	4	105	99.1	21	56	23	79
	5	113	100	16.4	37.3	46.4	83.6
	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
<b>Science</b>							
<b>2009</b>	3	50	98	23.9	34.8	41.3	76.1
	4	105	99.1	23.8	65.3	10.9	76.2
	5	56	100	14.5	70.9	14.5	85.5
	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
<b>Social Studies</b>							
<b>2009</b>	3	50	100	8.5	61.7	29.8	91.5
	4	105	99.1	11.9	43.6	44.6	88.1
	5	57	100	20	36.4	43.6	80
	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
<b>Writing</b>							
<b>2009</b>	3	101	99	18.1	37.2	44.7	81.9
	4	105	100	22.8	39.6	37.6	77.2
	5	115	99.1	17.1	38.7	44.1	82.9
	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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