



Orange Grove Charter

3795 Spruill Ave.
North Charleston, SC

Grades	PK-5 Elementary School	
Enrollment	641 Students	
Principal	Larry DiCenzo	843-763-1520
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Hillery Douglas	843-767-0740

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Good*
2007	Average	Good
2006	N/A	N/A
2005	N/A	N/A
2004	N/A	N/A

* The School's 2008 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

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

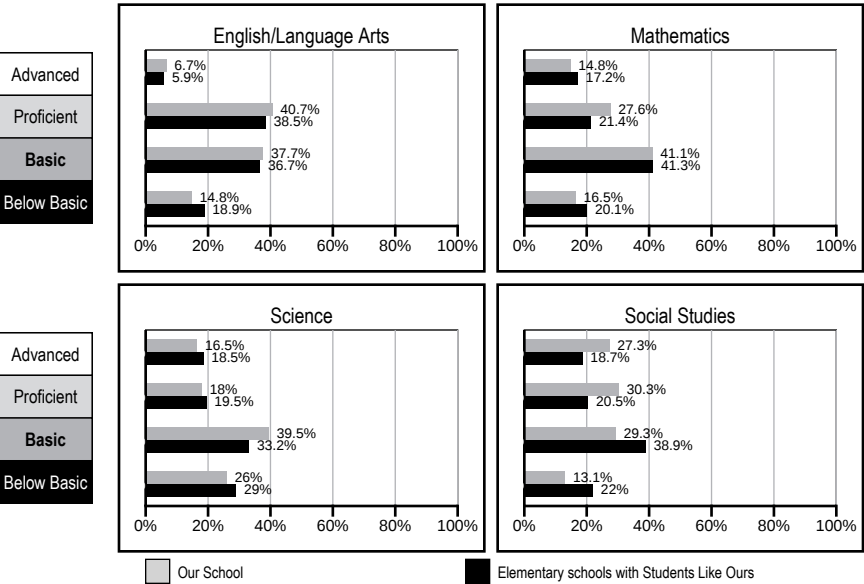
94.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	12	61	12	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
Students (n=641)				
First graders who attended full-day kindergarten	92.2%	Up from 89.3%	100.0%	100.0%
Retention rate	4.1%	Down from 4.8%	2.2%	2.3%
Attendance rate	96.6%	Up from 96.3%	96.3%	96.3%
Eligible for gifted and talented	10.5%	Down from 11.5%	11.2%	10.4%
With disabilities other than speech	6.5%	Down from 6.6%	8.5%	7.5%
Older than usual for grade	0.8%	Down from 1.7%	0.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.3%	0.0%	0.0%
Teachers (n=61)				
Teachers with advanced degrees	68.9%	Up from 68.3%	56.6%	56.7%
Continuing contract teachers	78.7%	Up from 74.6%	80.0%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	87.8%	86.4%
Teacher attendance rate	97.6%	Up from 96.7%	95.1%	94.9%
Average teacher salary	\$45,836	Up 9.3%	\$45,023	\$45,345
Professional development days/teacher	7.6 days	Down from 10.8 days	12.5 days	12.6 days
School				
Principal's years at school	9.0	No Change	3.0	4.0
Student-teacher ratio in core subjects	16.2 to 1	Down from 16.9 to 1	18.8 to 1	18.5 to 1
Prime instructional time	93.8%	Up from 92.5%	89.9%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	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*	\$7,509	N/A	\$6,685	\$7,052
Percent of expenditures for instruction*	76.0%	N/A	68.9%	69.1%
Percent of expenditures for teacher salaries*	69.6%	N/A	65.0%	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

Orange Grove Elementary Charter School is temporarily located in North Charleston while our new school is being built in West Ashley. We will move into that new facility in the summer of 2009.

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 parents and teachers. 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 17 years we have received S.C. 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 for the second 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. Mr. DiCenzo was also recognized as the South Carolina Public Charter School "Administrator of the Year."

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 Below Basic on PACT must decrease by a minimum of 5%; students performing in the Proficient and Advanced levels will increase by a minimum of 5%. The strategy we will use to accomplish the last two goals is to provide a rigorous and relevant curriculum that ensures all students have the opportunity to meet grade-level standards and maximize their ability to achieve.

Larry DiCenzo, Principal
Jim Deavor, President, Board of Directors

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	63	95	89
Percent satisfied with learning environment	100.0%	93.7%	90.6%
Percent satisfied with social and physical environment	100.0%	90.5%	93.1%
Percent satisfied with school-home relations	98.4%	91.5%	92.0%

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

School Adequate Yearly Progress	NO
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This school met 19 out of 21 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. Sanction: Implement the restructuring plan.
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		
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	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.7%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	8.7%	6.8%

	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

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
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	326	100	14.9	37.8	40.5	6.8	60.8	53.5	48.2	Yes	Yes
Gender											
Male	163	100	19.3	42.7	35.3	2.7	50	47.3	41.7	N/A	N/A
Female	163	100	10.3	32.9	45.9	11	71.9	59.9	55	N/A	N/A
Racial/Ethnic Group											
White	108	100	14	20	55	11	74	77.6	60	Yes	Yes
African American	194	100	16.6	47.4	33.1	2.9	50.9	32.1	31.7	Yes	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	I/S	75.1	70.4	I/S	I/S
Hispanic	15	100	7.7	61.5	15.4	15.4	76.9	41.9	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	73.2	47	I/S	I/S
Disability Status											
Disabled	46	100	63.4	24.4	9.8	2.4	19.5	20.4	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.4	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	17	100	7.1	64.3	14.3	14.3	64.3	40	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	182	100	17	46.5	32.1	4.4	51.6	33	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	326	100	16.6	41.2	27.7	14.5	55.7	49.7	45.8	Yes	Yes
Gender											
Male	163	100	20.7	42.7	22	14.7	49.3	49.5	45.6	N/A	N/A
Female	163	100	12.3	39.7	33.6	14.4	62.3	49.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	108	100	14	24	36	26	75	75.6	59	Yes	Yes
African American	194	100	18.9	52	22.3	6.9	43.4	26.2	26.9	Yes	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	I/S	78.9	71.3	I/S	I/S
Hispanic	15	100	15.4	53.8	30.8	0	46.2	40.3	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	61	46.2	I/S	I/S
Disability Status											
Disabled	46	100	68.3	19.5	7.3	4.9	14.6	20.2	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	45.5	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	17	100	21.4	50	14.3	14.3	35.7	40.1	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	182	100	19.5	45.9	24.5	10.1	44.7	28.3	31.4	Yes	Yes

* Adj - Adjusted to account for natural variation in performance.

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
Science											
All Students	222	99.6	26.1	39.7	17.6	16.6	34.2	39.2	35.7	96.6	96
Gender											
Male	108	100	30.6	32.7	17.3	19.4	36.7	40.8	37.4	96.9	95.8
Female	114	99.1	21.8	46.5	17.8	13.9	31.7	37.6	33.8	96.3	96.1
Racial/Ethnic Group											
White	68	100	15.6	21.9	29.7	32.8	62.5	66.4	49.2	96.6	96.1
African American	136	100	33.3	46.7	13.3	6.7	20	15.3	17	96.6	95.8
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	63.5	58	97.3	97.3
Hispanic	11	90.9	22.2	77.8	0	0	0	26	24.9	96.7	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	66.7	37.4	98.4	95.7
Disability Status											
Disabled	32	100	65.5	20.7	3.4	10.3	13.8	16.6	14	96.6	94.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	96.2
English Proficiency											
Limited English Proficient	12	91.7	22.2	55.6	0	22.2	22.2	26.5	24.4	96.2	96.3
Socio-Economic Status											
Subsidized meals	128	99.2	33.3	45.4	13.9	7.4	21.3	17.1	21.1	96.2	95.5

Social Studies											
All Students	220	99.6	13.1	29.3	30.3	27.3	57.6	40.2	34	96.6	96
Gender											
Male	113	100	16.7	28.4	30.4	24.5	54.9	42	36.6	96.9	95.8
Female	107	99.1	9.4	30.2	30.2	30.2	60.4	38.3	31.3	96.3	96.1
Racial/Ethnic Group											
White	83	98.8	6.6	18.4	31.6	43.4	75	63.3	44.5	96.6	96.1
African American	122	100	19.4	36.1	28.7	15.7	44.4	19.1	19.1	96.6	95.8
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	74.3	58.9	97.3	97.3
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	29.3	27.5	96.7	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40	32.7	98.4	95.7
Disability Status											
Disabled	31	96.8	42.3	23.1	26.9	7.7	34.6	18.2	14.4	96.6	94.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	96.2
English Proficiency											
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	I/S	31.9	27.3	96.2	96.3
Socio-Economic Status											
Subsidized meals	118	100	22.5	35.3	27.5	14.7	42.2	20.1	21	96.2	95.5

* 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*
English/Language Arts								
2007	3	135	99.3	9.3	28.7	56.6	5.4	62
	4	114	100	18.2	41.8	37.3	2.7	40
	5	103	100	13	55	31	1	32
	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
2008	3	102	100	14.7	28.4	48.4	8.4	56.8
	4	117	100	11.8	30.4	49	8.8	57.8
	5	107	100	18.2	54.5	24.2	3	27.3
	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
Mathematics								
2007	3	135	100	25.4	50.8	13.8	10	23.8
	4	114	100	20	36.4	26.4	17.3	43.6
	5	103	100	15	58	14	13	27
	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
2008	3	102	100	22.1	50.5	20	7.4	27.4
	4	117	100	13.7	34.3	27.5	24.5	52
	5	107	100	14.1	39.4	35.4	11.1	46.5
	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
Science								
2007	3	67	100	24.2	37.9	31.8	6.1	37.9
	4	114	100	31.8	39.1	17.3	11.8	29.1
	5	52	100	38.8	30.6	8.2	22.4	30.6
	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
2008	3	50	100	32.6	47.8	15.2	4.3	19.6
	4	117	100	21.6	34.3	19.6	24.5	44.1
	5	55	98.2	29.4	43.1	15.7	11.8	27.5
	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
Social Studies								
2007	3	68	100	9.4	34.4	37.5	18.8	56.3
	4	114	100	12.7	38.2	32.7	16.4	49.1
	5	51	100	17.6	41.2	15.7	25.5	41.2
	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
2008	3	51	98	8.3	35.4	33.3	22.9	56.3
	4	117	100	11.8	28.4	28.4	31.4	59.8
	5	52	100	20.8	25	31.3	22.9	54.2
	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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