



ORANGE GROVE CHARTER

1225 Orange Branch Road
Charleston, SC 29407

Grades	PK-5 Elementary School	
Enrollment	695 Students	
Principal	Larry DiCenzo	843-763-1520
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mrs. Ruth Jordan	843-345-4529

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Excellent	Excellent*
2009	Good	Good
2008	Average	Good
2007	Average	Good
2006	N/A	N/A

* The School's 2010 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 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

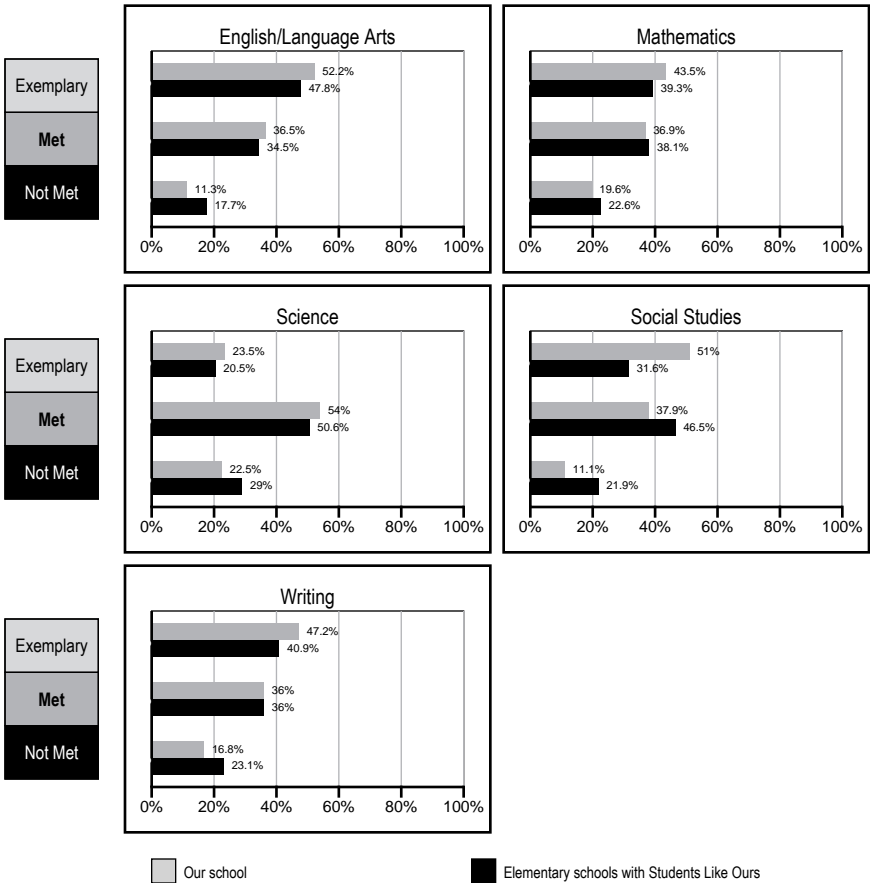
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 95.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
23	37	31	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=695)				
First graders who attended full-day kindergarten	100.0%	Up from 72.1%	100.0%	100.0%
Retention rate	3.8%	Down from 5.7%	1.2%	1.2%
Attendance rate	96.5%	Down from 96.6%	96.2%	96.1%
Eligible for gifted and talented	18.9%	Up from 11.7%	15.9%	11.7%
With disabilities other than speech	4.9%	Down from 6.7%	7.6%	8.0%
Older than usual for grade	1.3%	No Change	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.6%	Down from 1.1%	0.0%	0.0%
Teachers (n=63)				
Teachers with advanced degrees	71.4%	Up from 67.2%	59.4%	60.5%
Continuing contract teachers	90.5%	Up from 84.4%	86.7%	84.6%
Teachers with emergency or provisional certificates	0.0%	Down from 1.7%	0.0%	0.0%
Teachers returning from previous year	95.2%	N/A	88.9%	87.0%
Teacher attendance rate	97.0%	Down from 100.0%	95.4%	95.4%
Average teacher salary*	\$48,908	Up 2.8%	\$47,883	\$47,288
Professional development days/teacher	8.4 days	Up from 5.2 days	10.9 days	10.5 days
School				
Principal's years at school	12.0	Up from 10.0	4.0	4.0
Student-teacher ratio in core subjects	16.7 to 1	Up from 16.2 to 1	20.0 to 1	19.2 to 1
Prime instructional time	93.2%	Down from 96.6%	90.7%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 98.6%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,694	Down 6.9%	\$7,015	\$7,548
Percent of expenditures for instruction**	77.0%	Up from 76.0%	68.9%	68.7%
Percent of expenditures for teacher salaries**	73.9%	Up from 71.6%	65.7%	65.1%

* 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

Orange Grove Elementary Charter School is located in the West Ashley area of Charleston, South Carolina. This is our fifth year as a Charter School.

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 19 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, we also received the Silver Award for the fourth time. We have been recognized by the S.C. Education Oversight Committee for closing the achievement gap through exemplary PASS performance of historically underachieving students. We have received this award five times--quite an accomplishment! We expect to continue this accomplishment.

Our focus for this year is to infuse more technology into our curriculum and provide the staff development training to go along with it. We will also use MAP data to drive our teaching strategies and allocation of resources.

Larry DiCenzo, Principal
Claire Smith, President, Board of Directors

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	63	92	68
Percent satisfied with learning environment	100.0%	89.1%	95.6%
Percent satisfied with social and physical environment	100.0%	85.9%	97.1%
Percent satisfied with school-home relations	100.0%	84.8%	89.6%

* 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

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	3.8%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	8.6%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.3%	0.0%	No
Student attendance rate	96.5%	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	326	99.1	11.3	36.5	52.2	93.4	85	83.5	Yes	Yes
Gender										
Male	157	98.7	14.8	37.3	47.9	91.5	81.6	80.1	N/A	N/A
Female	169	99.4	8.2	35.8	56	95	88.5	87	N/A	N/A
Racial/Ethnic Group										
White	128	99.2	8	23.2	68.8	94.6	95.3	89.6	Yes	Yes
African American	173	98.8	13.8	46.1	40.1	92.2	75.2	74.6	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	96.1	92.7	I/S	I/S
Hispanic	14	100	15.4	46.2	38.5	92.3	80.1	79.6	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	98.1	85.1	I/S	I/S
Disability Status										
Disabled	38	92.1	55.6	33.3	11.1	61.1	49	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	13	100	23.1	46.2	30.8	92.3	80.2	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	180	99.4	13.2	43.1	43.7	94	76.4	76.9	Yes	Yes

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

All Students	326	99.7	19.3	37	43.7	90	81	80.4	Yes	Yes
Gender										
Male	157	99.4	22.7	36.2	41.1	84.4	78.9	78.4	N/A	N/A
Female	169	100	16.4	37.7	45.9	95	83.2	82.5	N/A	N/A
Racial/Ethnic Group										
White	128	99.2	14.4	20.7	64.9	91	94.5	87.8	Yes	Yes
African American	173	100	22.8	48.5	28.7	89.8	68	69.3	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	96.1	93.5	I/S	I/S
Hispanic	14	100	23.1	46.2	30.8	76.9	77.2	78.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	94.4	83.2	I/S	I/S
Disability Status										
Disabled	38	97.4	62.9	25.7	11.4	51.4	43.8	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	13	100	30.8	23.1	46.2	76.9	77.6	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	180	100	22.2	45.5	32.3	89.8	70.2	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

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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	217	98.6	22.1	54.3	23.6	77.9	67.4	67.3
Gender								
Male	106	99.1	25	52.1	22.9	75	66.2	66.9
Female	111	98.2	19.4	56.3	24.3	80.6	68.5	67.7
Racial/Ethnic Group								
White	85	97.7	13.3	48	38.7	86.7	89	79.6
African American	114	99.1	28.7	62	9.3	71.3	46.7	49.7
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	86.7	84.4
Hispanic	9	I/S	I/S	I/S	I/S	I/S	58.7	59.4
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	86.8	69.5
Disability Status								
Disabled	22	95.5	N/A	N/A	N/A	47.6	29.2	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	58.2	58.6
Socio-Economic Status								
Subsidized meals	117	99.2	26.9	58.3	14.8	73.1	49.3	55.4
Social Studies								
All Students	215	100	11.1	37.9	51	88.9	73.8	70.9
Gender								
Male	102	100	15.4	35.2	49.5	84.6	72.3	70.1
Female	113	100	7.5	40.2	52.3	92.5	75.3	71.7
Racial/Ethnic Group								
White	89	100	5.2	28.6	66.2	94.8	90.1	79.2
African American	111	100	15.7	45.4	38.9	84.3	58.4	58.4
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	89.3	86.8
Hispanic	10	I/S	I/S	I/S	I/S	I/S	66.6	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	88.6	71.2
Disability Status								
Disabled	28	100	42.3	50	7.7	57.7	38.9	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	66.7	68
Socio-Economic Status								
Subsidized meals	117	100	11.1	51.9	37	88.9	60.2	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	329	99.4	16.3	36.2	47.5	83.7	75	72.1	96.5	95.7
Gender										
Male	158	99.4	23.2	35.2	41.5	76.8	69.1	65.2	96.7	95.5
Female	171	99.4	10.1	37.1	52.8	89.9	81	79.2	96.3	95.8
Racial/Ethnic Group										
White	128	99.2	11.7	22.5	65.8	88.3	91	80.8	96.3	95.8
African American	176	99.4	19	46.4	34.5	81	60.2	59.7	96.7	95.5
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	89.2	87	97	97
Hispanic	14	100	23.1	38.5	38.5	76.9	63.7	64.6	96.3	96
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	89.1	73.4	95.3	95.6
Disability Status										
Disabled	38	94.7	61.8	32.4	5.9	38.2	28.4	27.7	96.3	94.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.7
English Proficiency										
Limited English Proficient	13	100	46.2	23.1	30.8	53.8	63.5	63.7	96.8	96.3
Socio-Economic Status										
Subsidized meals	183	100	17.2	47.9	34.9	82.8	61.1	61.9	96.2	95.2

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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	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
2010	3	120	97.5	10.3	29	60.7	89.7
	4	106	100	14.4	36.1	49.5	85.6
	5	100	100	9.3	45.4	45.4	90.7
	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
Mathematics							
2009	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
2010	3	120	99.2	23.6	33	43.4	76.4
	4	106	100	16.5	39.2	44.3	83.5
	5	100	100	17.5	39.2	43.3	82.5
	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	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
2010	3	61	95.1	37	25.9	37	63
	4	106	100	13.4	63.9	22.7	86.6
	5	50	100	22.9	66.7	10.4	77.1
	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

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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	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
2010	3	59	100	11.5	40.4	48.1	88.5
	4	106	100	8.2	40.2	51.5	91.8
	5	50	100	16.3	30.6	53.1	83.7
	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	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
2010	3	122	99.2	16.8	37.4	45.8	83.2
	4	107	100	13.3	24.5	62.2	86.7
	5	100	99	18.8	46.9	34.4	81.3
	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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