Choices

P.O. Box 15386
Florence, SC 29506

Grades	7-12 High School	
Enrollment	34 Students	
Principal	Ralph Porter	843-664-8993
Superintendent	Dr. Rainey H. Knight	843-398-5200
Board Chair	Connell Delaine	843-332-2852

THE STATE OF SOUTH CAROLINA
2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	**N/A**	**N/A**
2008	N/A	N/A
2007	N/A	N/A
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.

http://ed.sc.gov
http://www.eoc.sc.gov

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	3	3	10	14

* Ratings are calculated with data available by 03/25/2010.

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our High School			High Schools with Students Like Ours		
Percent	**2007**	**2008**	**2009**	**2007**	**2008**	**2009**
Passed 2 subtests (%)	N\A	14.3	N\A	N\A	N\A	58.4
Passed 1 subtest (%)	N\A	14.3	N\A	N\A	N\A	20.7
Passed no subtests (%)	N\A	71.4	N\A	N\A	N\A	23.2

HSAP Passage Rate by Spring 2009

	Our High School	High Schools with Students Like Ours
Percent	N/A	85.1%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	2	131
Number of Diplomas	N\A	87
Rate	N\A	62.8%

End of Course Tests

Percent of tests with scores of 70 or above on:	**Our High School**	**High Schools with Students Like Ours***
Algebra 1/Math for the Technologies 2	N/A	53.9
English 1	N/A	42.6
Physical Science	N/A	30.5
US History and the Constitution	N/A	19.8
All Tests	N/A	35.7

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

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	High Schools with Students Like Ours	Median High School
Students (n=34)				
Retention rate	22.0%	Up from 21.6%	7.6%	4.8%
Attendance rate	89.0%	Down from 90.7%	94.4%	95.5%
Eligible for gifted and talented	0.0%	No Change	3.6%	9.2%
With disabilities other than speech	0.0%	Down from 3.6%	14.2%	12.6%
Older than usual for grade	29.4%	Down from 33.3%	11.8%	8.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.9%	Down from 9.5%	1.3%	1.2%
Enrolled in AP/IB programs	N/R	N/R	5.9%	13.2%
Successful on AP/IB exams	N/A	N/A	38.0%	55.6%
Eligible for LIFE Scholarship	N/R	N/R	28.2%	29.8%
Annual dropout rate	0.0%	No Change	4.1%	3.5%
Career/technology students in co-curricular organizations	N/A	N/A	3.9%	3.0%
Enrollment in career/technology courses	N/A	N/A	337	523
Students participating in work-based experiences	N/A	N/A	13.7%	12.9%
Career/technology students attaining technical skills	N/A	N/A	78.6%	79.3%
Career/technology completers placed	N/A	N/A	99.1%	98.8%
Teachers (n=8)				
Teachers with advanced degrees	0.0%	No Change	54.3%	58.6%
Continuing contract teachers	100.0%	No Change	61.3%	71.6%
Teachers with emergency or provisional certificates	0.0%	No Change	19.7%	8.1%
Teachers returning from previous year	N/A	N/A	76.0%	85.0%
Teacher attendance rate	100.0%	No Change	95.6%	95.5%
Average teacher salary*	N/A	N/A	$44,898	$47,761
Professional development days/teacher	5.0 days	No Change	10.7 days	10.8 days
School				
Principal's years at school	7.0	Up from 6.0	2.0	3.0
Student-teacher ratio in core subjects	5.4 to 1	Down from 10.7 to 1	22.4 to 1	26.1 to 1
Prime instructional time	89.0%	Down from 90.7%	89.0%	89.8%
Dollars spent per pupil**	N/A	N/A	$10,026	$7,883
Percent of expenditures for teacher salaries**	N/A	N/A	53.1%	54.1%
Percent of expenditures for instruction**	N/A	N/A	60.0%	60.2%
Opportunities in the arts	Poor	No Change	Good	Excellent
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	92.6%	95.8%
Character development program	Average	No Change	Good	Good
Modern language program assessment	N/A	N/A	Average	Average
Classical language program assessment	N/A	N/A	N/A	Good

* 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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Performance By Student Groups

	HSAP Passage Rate by Spring 2009		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	N/A	N/A	N/A	N/A	2	N/A	N/A
Gender							
Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Racial/Ethnic Group							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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Report of Principal and School Improvement Council

"CHOiCES" is in its 7th year as a charter school with charter agreements with both Florence District One and Darlington County. "CHOiCES" target population is students, ages 12 to 17, who have been expelled from school or dropped out. Our goal is to provide an education that will transition them to become life-long learners and to possibly return to a regular traditional school if that is possible and appropriate.

"CHOiCES" provides a foundation for continuous learning through classroom instruction, service learning, project-based learning, and on-site construction training. Character training is the cornerstone for "CHOiCES," as the students are given the opportunity to discover the greatest possible understanding of self. They are exposed to individual, personalized learning with a strong emphasis on work ethics and job skills.

The mission of "CHOiCES" Charter School is to provide a learning environment that links school to work experiences by making the right choices and staying in school. "CHOiCES" was originated by a retired Police Chief of Florence who saw a need for a school for divergent learners who were roaming the streets and demonstrating behavior problems that were getting them expelled from school. CHOiCES is the only alternative after expulsion, other than the streets or incarceration.

"CHOiCES" is located in Darlington County, adjacent to Florence County, in the middle of 130 acres of forest on Black Creek. The property is owned by Central United Methodist Church, and "CHOiCES" leases eight acres for one dollar per month for the school location. Student enrollment has remained small, beginning with 30 students and capping off at 45 students.

There is one certified teacher and teacher's assistant per 15 students, with additional assistance provided by retired professional people in the community. "CHOiCES" has incorporated a Pre-GED component for students that cannot return to High School. These students will pursue the GED test when they turn 17 years of age.

"Choices" has adopted a progressive discipline system that ensures good communications with other schools, relative to student behavior.

Ralph Porter, Executive Director

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	4	30	11
Percent satisfied with learning environment	I/S	80.0%	100.0%
Percent satisfied with social and physical environment	I/S	69.0%	100.0%
Percent satisfied with school-home relations	I/S	86.7%	100.0%

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

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School Adequate Yearly Progress: NO

This school met 1 out of 5 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: N/A

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 Data

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	3.3%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	5.2%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	N/A	0.0%	N/A

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HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)											
All Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Yes	No
Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Subsized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)											
All Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	No	No
Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Subsized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S

Physical Science (End-of-Course Test performance by Group)											
All Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

* 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

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)										
All Students	2008	8	I/S	I/S	I/S	I/S	I/S	I/S	66.6	69.7
	2009	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)										
All Students	2008	8	I/S	I/S	I/S	I/S	I/S	I/S	62.5	67.2
	2009	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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