



## Choices

P.O. Box 15386  
Florence, SC 29506

<b>Grades</b>	7-12 Middle School	
<b>Enrollment</b>	34 Students	
<b>Principal</b>	Ralph Porter	843-664-8993
<b>Superintendent</b>	Dr. Rainey H. Knight	843-398-5200
<b>Board Chair</b>	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
<b>2009</b>	<b>At-Risk</b>	<b>At-Risk</b>
2008	At-Risk	At-Risk
2007	At-Risk	At-Risk
2006	At-Risk	At-Risk
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**

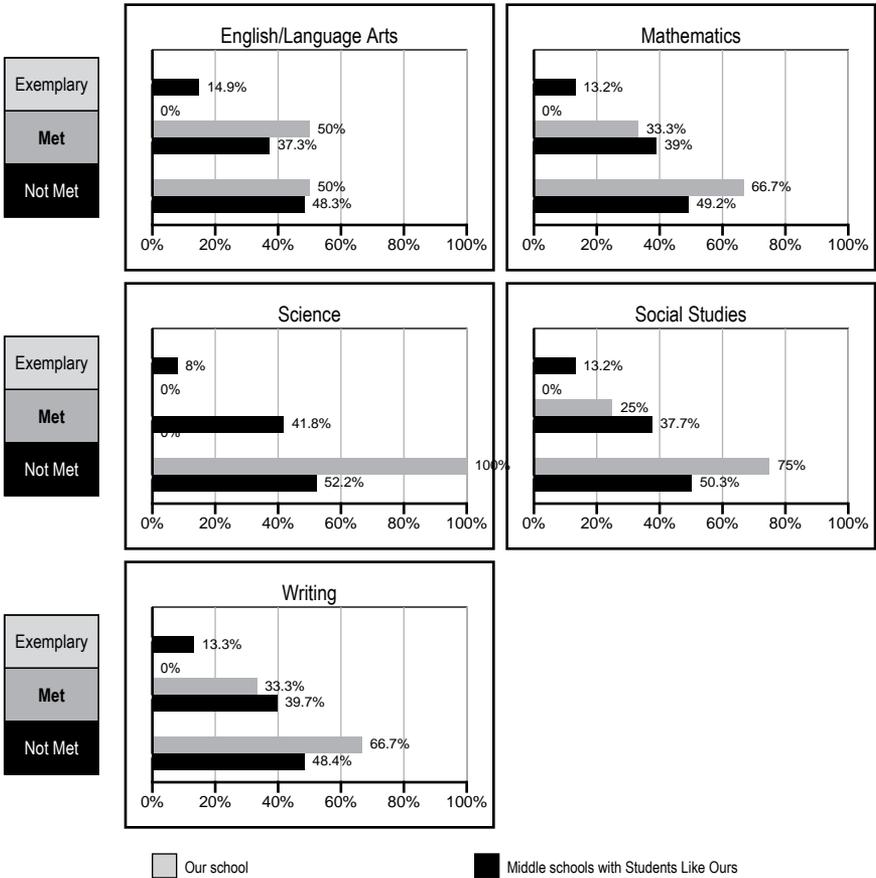
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 83.3%

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

Excellent	Good	Average	Below Average	At-Risk
0	0	9	35	14

\* Ratings are calculated with data available by 06/01/2010.

**Palmetto Assessment of State Standards (PASS)**



\* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

**Definition of Critical Terms**

<b>Exemplary</b>	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
<b>Met</b>	"Met" means the student met the grade level standard.
<b>Not Met</b>	"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

## End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	N/A	89.6%
English 1	N/A	84.9%
Physical Science	N/A	30.2%
US History and the Constitution	N/A	N/A
All Subjects	N/A	87.8%

## School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=34)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	N/R	N/R	12.9%	21.6%
Retention rate	22.0%	Up from 21.6%	2.3%	1.2%
Attendance rate	89.0%	Down from 90.7%	95.2%	95.9%
Eligible for gifted and talented	0.0%	No Change	6.7%	14.8%
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%	5.0%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.9%	Down from 9.5%	0.6%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=8)</b>				
Teachers with advanced degrees	0.0%	No Change	54.6%	56.9%
Continuing contract teachers	100.0%	No Change	66.7%	72.7%
Teachers with emergency or provisional certificates	0.0%	No Change	14.4%	5.3%
Teachers returning from previous year	N/A	N/A	77.1%	82.9%
Teacher attendance rate	100.0%	No Change	94.9%	95.2%
Average teacher salary*	N/A	N/A	\$44,789	\$46,599
Professional development days/teacher	5.0 days	No Change	10.6 days	10.8 days
<b>School</b>				
Principal's years at school	7.0	Up from 6.0	2.5	3.0
Student-teacher ratio in core subjects	5.4 to 1	Down from 10.7 to 1	17.0 to 1	20.1 to 1
Prime instructional time	89.0%	Down from 90.7%	89.0%	89.9%
Opportunities in the arts	Poor	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	96.4%	97.8%
Character development program	Average	No Change	Good	Good
Dollars spent per pupil**	N/A	N/A	\$9,555	\$7,645
Percent of expenditures for instruction**	N/A	N/A	61.4%	63.4%
Percent of expenditures for teacher salaries**	N/A	N/A	54.8%	57.0%

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

\*\* 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**

“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**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	N/A	N/A	N/A
Percent satisfied with learning environment	N/A	N/A	N/A
Percent satisfied with social and physical environment	N/A	N/A	N/A
Percent satisfied with school-home relations	N/A	N/A	N/A

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

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No Child Left Behind

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

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	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
Student attendance rate	89.0%	94.0%*	No

\* Or greater than last year

Abbreviations for Missing Data

**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	29	86.2	I/S	I/S	I/S	I/S	76.8	82.8	Yes	No
<b>Gender</b>										
Male	27	85.2	I/S	I/S	I/S	I/S	74.1	79.3	N/A	N/A
Female	2	I/S	I/S	I/S	I/S	I/S	79.6	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	16	100	I/S	I/S	I/S	I/S	86.7	89.5	I/S	I/S
African American	13	69.2	I/S	I/S	I/S	I/S	70.1	73.7	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	100	92.3	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	70.7	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	N/A	N/AV	N/A	N/A	N/A	N/A	48.5	52	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	71.2	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	23	87	I/S	I/S	I/S	I/S	71.8	75.5	I/S	I/S

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

All Students	29	86.2	I/S	I/S	I/S	I/S	74.6	78.9	No	No
<b>Gender</b>										
Male	27	85.2	I/S	I/S	I/S	I/S	74	77	N/A	N/A
Female	2	I/S	I/S	I/S	I/S	I/S	75.2	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	16	100	I/S	I/S	I/S	I/S	84.6	87.2	I/S	I/S
African American	13	69.2	I/S	I/S	I/S	I/S	67.6	66.7	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	100	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	81	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	N/A	N/AV	N/A	N/A	N/A	N/A	44.8	45.5	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	82.7	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	23	87	I/S	I/S	I/S	I/S	69.1	70.2	I/S	I/S

\* 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

**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	22	72.7	I/S	I/S	I/S	I/S	61.7	67.5
<b>Gender</b>								
Male	20	70	I/S	I/S	I/S	I/S	62	67
Female	2	I/S	I/S	I/S	I/S	I/S	61.4	68
<b>Racial/Ethnic Group</b>								
White	14	78.6	I/S	I/S	I/S	I/S	78.5	79.5
African American	8	I/S	I/S	I/S	I/S	I/S	50.2	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	65.1	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
<b>Disability Status</b>								
Disabled	N/A	N/AV	N/A	N/A	N/A	N/A	36.7	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	59	59.6
<b>Socio-Economic Status</b>								
Subsized meals	18	72.2	I/S	I/S	I/S	I/S	53.4	55.1
<b>Social Studies</b>								
All Students	19	73.7	I/S	I/S	I/S	I/S	67.2	72.3
<b>Gender</b>								
Male	17	70.6	I/S	I/S	I/S	I/S	67.1	71.5
Female	2	I/S	I/S	I/S	I/S	I/S	67.4	73.2
<b>Racial/Ethnic Group</b>								
White	12	91.7	I/S	I/S	I/S	I/S	78.8	80.7
African American	7	I/S	I/S	I/S	I/S	I/S	59.1	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	91.7	88.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	75.7	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
<b>Disability Status</b>								
Disabled	N/A	N/AV	N/A	N/A	N/A	N/A	44.3	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	74.2	67.9
<b>Socio-Economic Status</b>								
Subsized meals	14	85.7	I/S	I/S	I/S	I/S	61.2	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	30	93.3	I/S	I/S	I/S	I/S	60	70.2	90.2	95.8
<b>Gender</b>										
Male	28	92.9	I/S	I/S	I/S	I/S	52.8	63.2	90.5	95.5
Female	2	I/S	I/S	I/S	I/S	I/S	67.5	77.5	86.3	96
<b>Racial/Ethnic Group</b>										
White	12	100	I/S	I/S	I/S	I/S	72.3	79.1	90	95.3
African American	17	88.2	I/S	I/S	I/S	I/S	51.3	57.6	91.1	96.1
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	92.9	86.2	N/A	97
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	60.3	62.6	N/A	96.4
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	I/S	68.7	74.8	90.8
<b>Disability Status</b>										
Disabled	N/A	N/AV	N/A	N/A	N/A	N/A	19.1	26.1	N/A	94.7
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	59.6	61.2	N/A	97.2
<b>Socio-Economic Status</b>										
Subsidized meals	24	91.7	I/S	I/S	I/S	I/S	52.6	58.9	89.6	95.5

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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	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	1	I/S	N/A	N/A	N/A	N/A
	6	2	I/S	N/A	N/A	N/A	N/A
	7	15	86.7	I/S	I/S	I/S	I/S
	8	11	81.8	I/S	I/S	I/S	I/S
<b>Mathematics</b>							
<b>2009</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	1	I/S	N/A	N/A	N/A	N/A
	6	2	I/S	N/A	N/A	N/A	N/A
	7	15	86.7	I/S	I/S	I/S	I/S
	8	11	81.8	I/S	I/S	I/S	I/S
<b>Science</b>							
<b>2009</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	1	I/S	N/A	N/A	N/A	N/A
	6	1	I/S	N/A	N/A	N/A	N/A
	7	14	92.9	I/S	I/S	I/S	I/S
	8	6	I/S	N/A	N/A	N/A	N/A
<b>Social Studies</b>							
<b>2009</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	1	I/S	N/A	N/A	N/A	N/A
	7	15	86.7	I/S	I/S	I/S	I/S
	8	3	I/S	N/A	N/A	N/A	N/A
<b>Writing</b>							
<b>2009</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	1	I/S	N/A	N/A	N/A	N/A
	6	1	I/S	N/A	N/A	N/A	N/A
	7	14	92.9	I/S	I/S	I/S	I/S
	8	14	92.9	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

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