



Choices

P.O. Box 15386
Florence, SC 29506

Grades	7-9 Middle School	
Enrollment	42 Students	
Principal	Ralph Porter	843-664-8993
Superintendent	Dr. Rainey H. Knight	843-398-5200
Board Chair	Dr. Allem McCutcheon	843-332-2852



THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	At-Risk	At-Risk
2007	At-Risk	At-Risk
2006	At-Risk	At-Risk
2005	N/A	N/A
2004	N/A	N/A

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

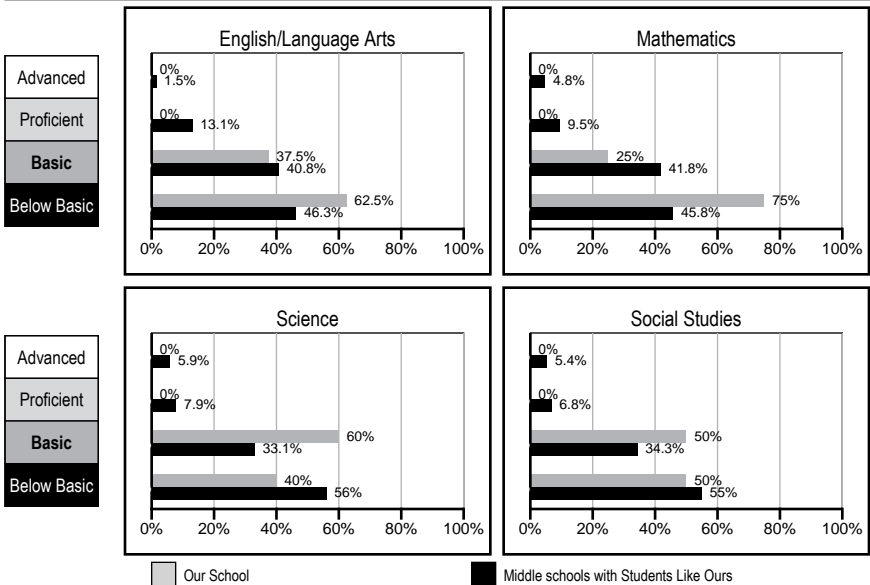
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 57.1%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	1	2	42

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* 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

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

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	0	86.9
English 1	0	84.1
Physical Science	0	35.2
All Subjects	0	84.7

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=42)				
Students enrolled in high school credit courses (grades 7 & 8)	N/R	N/R	11.8%	19.4%
Retention rate	21.6%	Down from 44.2%	3.4%	1.8%
Attendance rate	90.7%	Down from 91.0%	95.2%	95.8%
Eligible for gifted and talented	0.0%	No Change	5.8%	15.3%
With disabilities other than speech	3.6%	Down from 19.2%	13.4%	12.9%
Older than usual for grade	33.3%	Up from 21.7%	6.3%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	9.5%	Down from 13.0%	0.7%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=5)				
Teachers with advanced degrees	0.0%	No Change	53.5%	55.0%
Continuing contract teachers	100.0%	No Change	54.3%	70.6%
Teachers with emergency or provisional certificates	0.0%	No Change	18.9%	5.4%
Teachers returning from previous year	N/A	N/A	76.5%	83.4%
Teacher attendance rate	100.0%	No Change	94.7%	94.9%
Average teacher salary	N/A	I/S	\$43,109	\$44,706
Professional development days/teacher	5.0 days	No Change	12.1 days	11.8 days
School				
Principal's years at school	6.0	Up from 5.0	2.0	3.0
Student-teacher ratio in core subjects	10.7 to 1	Down from 11.3 to 1	16.3 to 1	20.1 to 1
Prime instructional time	90.7%	Down from 91.0%	88.8%	89.3%
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%	98.0%
Character development program	Average	No Change	Good	Good
Dollars spent per pupil*	N/A	N/A	\$8,665	\$7,097
Percent of expenditures for instruction*	N/A	N/A	63.2%	64.4%
Percent of expenditures for teacher salaries*	N/A	N/A	56.9%	59.4%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

“CHOICES” is in its 6th year as a charter school with charter agreements with both Florence District One and Darlington County. “CHOICES” target population is students ages 12 yrs to 17yrs 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 return to 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 leaning environment that links school to work experiences by making the right choices and staying in school. The idea for ‘CHOICES’ originated with the 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. This is the only other alternative after expulsion other than the streets or incarceration. “CHOICES” is physically 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” actually leases 8 acres for one dollar per month for the actual 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 and will pursue the GED test when they turn 17yrs of age. “Choices” has adopted a progressive discipline system that ensures good communications between schools relative to student behavior.

Respectfully submitted by: Ralph Porter Executive Director and retired Police Chief.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	0	21	21
Percent satisfied with learning environment	N/R	95.2%	90.0%
Percent satisfied with social and physical environment	N/R	100.0%	90.0%
Percent satisfied with school-home relations	N/R	80.0%	90.5%

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

No Child Left Behind

School Adequate Yearly Progress

NO

This school met 0 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

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

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	5.7%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	N/A	0.0%	N/A
Student attendance rate	90.7%	94.0%	No

* Or greater than last year

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 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	29	72.4	57.1	42.9	0	0	0	36.1	48.2	No	No
Gender											
Male	28	75	57.1	42.9	0	0	0	31.1	41.7	N/A	N/A
Female	1	I/S	I/S	I/S	I/S	I/S	I/S	41.5	55	N/A	N/A
Racial/Ethnic Group											
White	14	78.6	60	40	0	0	0	49.8	60	I/S	I/S
African American	15	66.7	50	50	0	0	0	26.4	31.7	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	76.5	70.4	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	44.2	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	7	I/S	I/S	I/S	I/S	I/S	I/S	10.6	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	46.3	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	21	71.4	60	40	0	0	0	27.1	34	I/S	I/S

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

All Students	29	79.3	71.4	28.6	0	0	0	37.8	45.8	No	No
Gender											
Male	28	82.1	71.4	28.6	0	0	0	38.2	45.6	N/A	N/A
Female	1	I/S	I/S	I/S	I/S	I/S	I/S	37.4	45.9	N/A	N/A
Racial/Ethnic Group											
White	14	85.7	60	40	0	0	0	53.3	59	I/S	I/S
African American	15	73.3	100	0	0	0	0	26.7	26.9	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	77.8	71.3	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	44.2	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	7	I/S	I/S	I/S	I/S	I/S	I/S	12.3	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	46.3	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	21	81	80	20	0	0	0	28.7	31.4	I/S	I/S

* 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 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	18	88.9	40	60	0	0	0	29.2	35.7	92.2	95.9
Gender											
Male	18	88.9	40	60	0	0	0	29.9	37.4	92.1	95.7
Female	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.4	33.8	92.9	96.2
Racial/Ethnic Group											
White	9	I/S	I/S	I/S	I/S	I/S	I/S	46.4	49.2	91.9	95.5
African American	9	I/S	I/S	I/S	I/S	I/S	I/S	16.6	17	92.9	96.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	81.8	58	N/A	98
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	45.5	24.9	N/A	96.5
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	80.5	91.8
Disability Status											
Disabled	5	I/S	I/S	I/S	I/S	I/S	I/S	9.6	14	89.7	94.8
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	89.9
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	51.4	24.4	N/A	96.9
Socio-Economic Status											
Subsided meals	12	91.7	25	75	0	0	0	19	21.1	91.8	95.6
Social Studies											
All Students	23	91.3	50	50	0	0	0	28.1	34	92.2	95.9
Gender											
Male	23	91.3	50	50	0	0	0	31.1	36.6	92.1	95.7
Female	N/A	I/S	I/S	I/S	I/S	I/S	I/S	24.9	31.3	92.9	96.2
Racial/Ethnic Group											
White	11	100	25	75	0	0	0	39.4	44.5	91.9	95.5
African American	12	83.3	100	0	0	0	0	19.7	19.1	92.9	96.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	57.1	58.9	N/A	98
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	37.1	27.5	N/A	96.5
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	80.5	91.8
Disability Status											
Disabled	6	I/S	I/S	I/S	I/S	I/S	I/S	10.4	14.4	89.7	94.8
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	89.9
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	39.5	27.3	N/A	96.9
Socio-Economic Status											
Subsided meals	16	93.8	50	50	0	0	0	19.5	21	91.8	95.6

* 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	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	3	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	9	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	18	77.8	54.5	45.5	0	0	0
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	1	I/S	I/S	I/S	I/S	I/S	I/S
	7	15	86.7	100	0	0	0	0
	8	13	53.9	0	100	0	0	0
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	3	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	9	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	18	77.8	72.7	27.3	0	0	0
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	1	I/S	I/S	I/S	I/S	I/S	I/S
	7	15	86.7	100	0	0	0	0
	8	13	69.2	0	100	0	0	0
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	2	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	9	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	8	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	15	86.7	50	50	0	0	0
	8	3	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	1	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	9	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	8	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	1	I/S	I/S	I/S	I/S	I/S	I/S
	7	15	86.7	50	50	0	0	0
	8	7	I/S	I/S	I/S	I/S	I/S	I/S

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