



Susan G. Boykin Academy

4951 Rivers Avenue
North Charleston, SC

Grades	K-6 Elementary School	
Enrollment	170 Students	
Principal	Dee Miller	843-744-8882
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mrs. Toya Hampton Green	843-723-7831

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	At-Risk	At-Risk
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

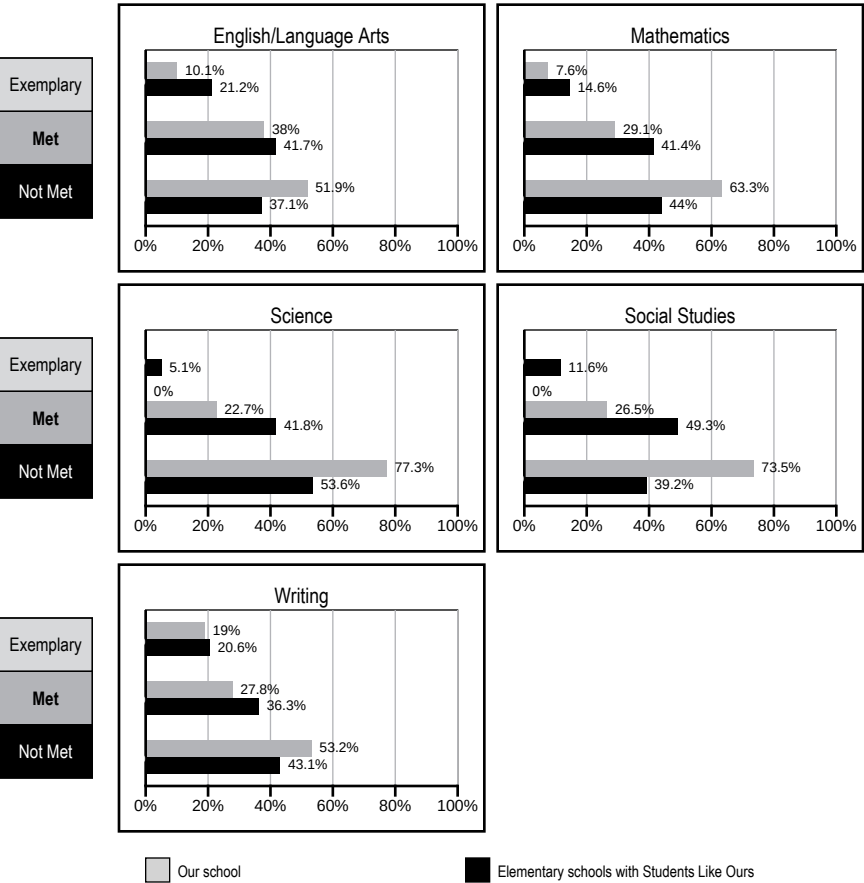
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 92.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	2	47	47	28

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

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=170)				
First graders who attended full-day kindergarten	100.0%	Up from 94.4%	100.0%	100.0%
Retention rate	5.4%	Down from 14.0%	2.5%	1.9%
Attendance rate	93.9%	Up from 93.1%	96.0%	96.3%
Eligible for gifted and talented	0.0%	No Change	2.8%	10.0%
With disabilities other than speech	6.3%	Down from 7.7%	7.4%	7.7%
Older than usual for grade	4.8%	Down from 8.4%	1.2%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.8%	Down from 2.7%	0.0%	0.0%
Teachers (n=11)				
Teachers with advanced degrees	50.0%	No Change	56.8%	59.4%
Continuing contract teachers	0.0%	No Change	70.6%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	81.1%	85.9%
Teacher attendance rate	100.0%	Up from 92.3%	95.2%	95.1%
Average teacher salary*	N/A	N/A	\$45,541	\$47,149
Professional development days/teacher	5.5 days	Up from 3.8 days	11.0 days	11.1 days
School				
Principal's years at school	4.0	Up from 3.5	2.0	4.0
Student-teacher ratio in core subjects	21.0 to 1	Up from 17.0 to 1	16.5 to 1	18.8 to 1
Prime instructional time	93.9%	Up from 88.0%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 89.1%	100.0%	100.0%
Character development program	Good	No Change	Good	Excellent
Dollars spent per pupil**	\$10,177	Up 4.6%	\$8,727	\$7,458
Percent of expenditures for instruction**	43.0%	Up from 42.0%	68.1%	68.8%
Percent of expenditures for teacher salaries**	31.7%	Down from 36.2%	61.8%	63.2%

* 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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Report of Principal and School Improvement Council

Susan G. Boykin Academy was established as a non profit entity on October 1, 2003. The purpose of Boykin Academy's incorporation was to gain approval from the State Department of Education as an elementary charter school which would serve low income, "at risk" students in grades Kindergarten through sixth.

Susan G. Boykin Academy gained approval from the State Department of Education on June 14, 2004, and the school opened its doors to students for the first time on August 29, 2005. Since its inception, the school has served an average of 170 students each school year.

Students residing in almost every constituent district attend Boykin Academy, and a few students from Berkeley and Dorchester counties are enrolled as well. Upon enrolling, over half of Boykin Academy's 4-th-6th grade students have not met basic grade level standards, as indicated by PACT standardized test scores. In house Brigance and Roswell-Schall assessments indicate that throughout the school year, students are making marked progress in the areas of ELA and Math.

Many of Boykin Academy's students are from single parent, low income homes and social concerns have prevented those students from performing to the best of their ability in the traditional classroom setting. To further provide students with more individualized attention and academic instruction, students are ability grouped and are instructed in small groups of 8 or 9 students for core subject areas like Reading, Language Arts, and Math during selected periods of each school day.

Dee Miller
Founding Executive Director

Sharan Dantzler
Governing Board Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	11	0	0
Percent satisfied with learning environment	72.7%	N/R	N/R
Percent satisfied with social and physical environment	100.0%	N/R	N/R
Percent satisfied with school-home relations	63.6%	N/R	N/R

* 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	NO
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This school met 10 out of 13 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	CA
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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. 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	2.5%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	7.5%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	70.0%	0.0%	No
Student attendance rate	93.9%	94.0%*	Yes

* 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	88	100	51.9	38	10.1	69.6	84.9	82.8	Yes	Yes
Gender										
Male	45	100	54.8	35.7	9.5	64.3	81.8	79.3	N/A	N/A
Female	43	100	48.6	40.5	10.8	75.7	88.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	95.8	89.5	I/S	I/S
African American	88	100	51.9	38	10.1	69.6	74.8	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	96.4	92.3	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	76.3	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	94	82.5	I/S	I/S
Disability Status										
Disabled	19	100	78.9	15.8	5.3	47.4	53.5	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	75.6	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	81	100	51.4	37.5	11.1	69.4	74.9	75.5	Yes	Yes

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

All Students	88	100	63.3	29.1	7.6	45.6	81	78.9	No	Yes
Gender										
Male	45	100	69	16.7	14.3	40.5	79.3	77	N/A	N/A
Female	43	100	N/AV	N/AV	N/AV	51.4	82.8	80.9	N/A	N/A
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	94.6	87.2	I/S	I/S
African American	88	100	63.3	29.1	7.6	45.6	67.9	66.7	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.6	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	76.7	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	92	79.5	I/S	I/S
Disability Status										
Disabled	19	100	89.5	5.3	5.3	15.8	46.9	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	77.1	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	81	100	63.9	27.8	8.3	44.4	69.2	70.2	No	Yes

* Adjusted to account for natural variation in performance.

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	51	100	N/AV	N/AV	N/AV	22.7	68.9	67.5
Gender								
Male	26	100	N/AV	N/AV	N/AV	29.2	68.2	67
Female	25	100	N/AV	N/AV	N/AV	15	69.6	68
Racial/Ethnic Group								
White	N/A	N/AV	N/A	N/A	N/A	N/A	90.4	79.5
African American	51	100	N/AV	N/AV	N/AV	22.7	48.1	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87.2	84.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	58.6	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84.4	71.2
Disability Status								
Disabled	12	100	N/AV	N/AV	N/AV	16.7	36.6	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	58.3	59.6
Socio-Economic Status								
Subsided meals	47	100	N/AV	N/AV	N/AV	22.5	50.2	55.1

Social Studies

All Students	52	100	N/AV	N/AV	N/AV	26.5	76.8	72.3
Gender								
Male	27	100	N/AV	N/AV	N/AV	36	75.3	71.5
Female	25	100	N/AV	N/AV	N/AV	16.7	78.4	73.2
Racial/Ethnic Group								
White	N/A	N/AV	N/A	N/A	N/A	N/A	91.5	80.7
African American	52	100	N/AV	N/AV	N/AV	26.5	62.7	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.5	88.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	71.4	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	90.9	72.2
Disability Status								
Disabled	11	100	N/AV	N/AV	N/AV	9.1	46.6	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	71.6	67.9
Socio-Economic Status								
Subsided meals	48	100	N/AV	N/AV	N/AV	26.7	64	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
Writing										
All Students	89	98.9	53.2	27.8	19	46.8	74.1	70.2	93.9	96
Gender										
Male	45	100	57.1	26.2	16.7	42.9	67.8	63.2	93.7	95.9
Female	44	97.7	48.6	29.7	21.6	51.4	80.6	77.5	94.2	96.1
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	90.4	79.1	97.2	95.9
African American	89	98.9	53.2	27.8	19	46.8	59.2	57.6	93.9	96
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.9	86.2	N/A	97
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	61.1	62.6	91.7	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84	68.7	N/A	95.8
Disability Status										
Disabled	18	100	83.3	5.6	11.1	16.7	29.6	26.1	94.5	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.4
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	60.2	61.2	N/A	96.5
Socio-Economic Status										
Subsidized meals	82	98.8	52.8	26.4	20.8	47.2	59.1	58.9	94	95.7

Abbreviations for Missing Data

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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	27	100	43.5	34.8	21.7	56.5
	4	15	100	N/AV	N/AV	N/AV	50
	5	23	100	52.4	42.9	4.8	47.6
	6	23	100	61.9	28.6	9.5	38.1
	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
Mathematics							
2009	3	27	100	60.9	21.7	17.4	39.1
	4	15	100	50	42.9	7.1	50
	5	23	100	66.7	28.6	4.8	33.3
	6	23	100	N/AV	N/AV	N/AV	28.6
	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
Science							
2009	3	13	100	I/S	I/S	I/S	I/S
	4	15	100	N/AV	N/AV	N/AV	14.3
	5	12	100	I/S	I/S	I/S	I/S
	6	11	100	I/S	I/S	I/S	I/S
	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
Social Studies							
2009	3	14	100	N/AV	N/AV	N/AV	23.1
	4	15	100	N/AV	N/AV	N/AV	14.3
	5	11	100	N/AV	N/AV	N/AV	27.3
	6	12	100	N/AV	N/AV	N/AV	45.5
	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
Writing							
2009	3	27	100	47.8	26.1	26.1	52.2
	4	15	100	50	42.9	7.1	50
	5	23	100	57.1	23.8	19	42.9
	6	24	95.8	57.1	23.8	19	42.9
	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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N/A--Not Applicable

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N/R--Not Reported

I/S--Insufficient Sample