

SC Annual School Report Card Summary

Susan G. Boykin Academy

Charleston

Grades: K-6

Enrollment: 170

Principal: Dee Miller

Superintendent: Dr. Nancy J. McGinley

Board Chair: Mrs. Toya Hampton Green

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		AYP STATUS	NCLB IMPROVEMENT STATUS
			General Performance	Closing the Gap		
2009	At-Risk	At-Risk	TBD	TBD	Not Met	CA
2008	At-Risk	At-Risk	N/A	N/A	Not Met	CSI
2007	At-Risk	At-Risk	N/A	N/A	Not Met	NI

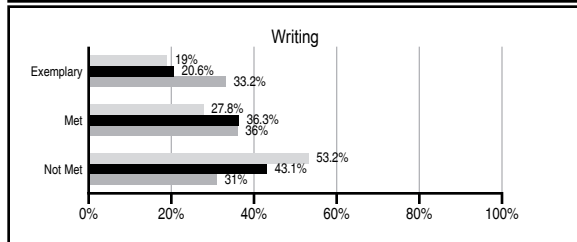
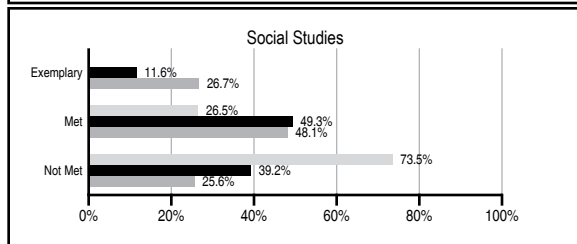
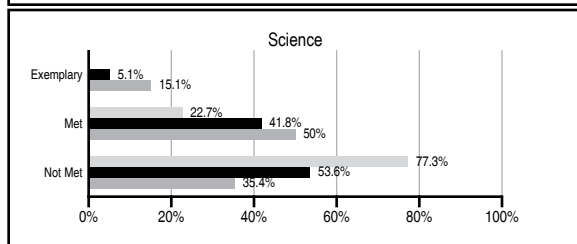
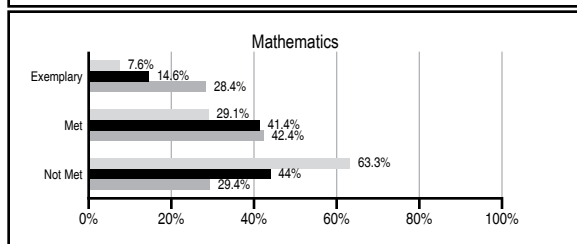
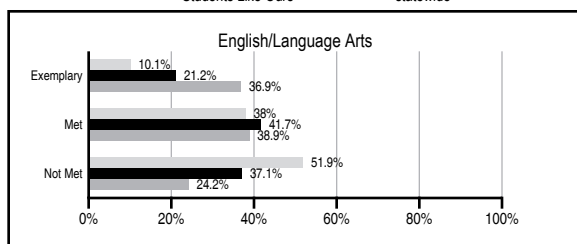
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
1	2	47	47	28

* Ratings are calculated with data available by 06/01/2010. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

PASS PERFORMANCE

Our School Elementary Schools with Students Like Ours Elementary schools statewide



NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.

READING – GRADE 4 (2007)			
South Carolina	41	33	20
Nation	34	34	24
% Below Basic % Basic, Proficient, and Advanced			
	Below Basic	Basic	Proficient

MATH – GRADE 4 (2007)			
South Carolina	20	44	31
Nation	19	43	33
% Below Basic % Basic, Proficient, and Advanced			
	Below Basic	Basic	Proficient

SCIENCE – GRADE 4 (2005)			
South Carolina	36	39	23
Nation	34	39	25
% Below Basic % Basic, Proficient, and Advanced			
	Below Basic	Basic	Proficient

SC PERFORMANCE GOAL

2010 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.

2020 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.

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status

Susan G. Boykin Academy [Charleston]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=170)				
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
Classes not taught by highly qualified teachers	70.0%	Up from 40.8%	0.5%	0.0%
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%
% of AYP objectives met	76.9%	Up from 53.8%	100.0%	100.0%

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	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 at this school and their parents were included.

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

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