



## Blythe Academy

100 Blythe Drive  
Greenville, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	915 Students	
<b>Principal</b>	Sandra E. Griffin	864-355-4400
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	Megan Hickerson	864-288-8363

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Good</b>	<b>Average</b>
2008	Good	Good
2007	Average	Below Average
2006	Excellent	Good
2005	Excellent	Excellent

## 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**

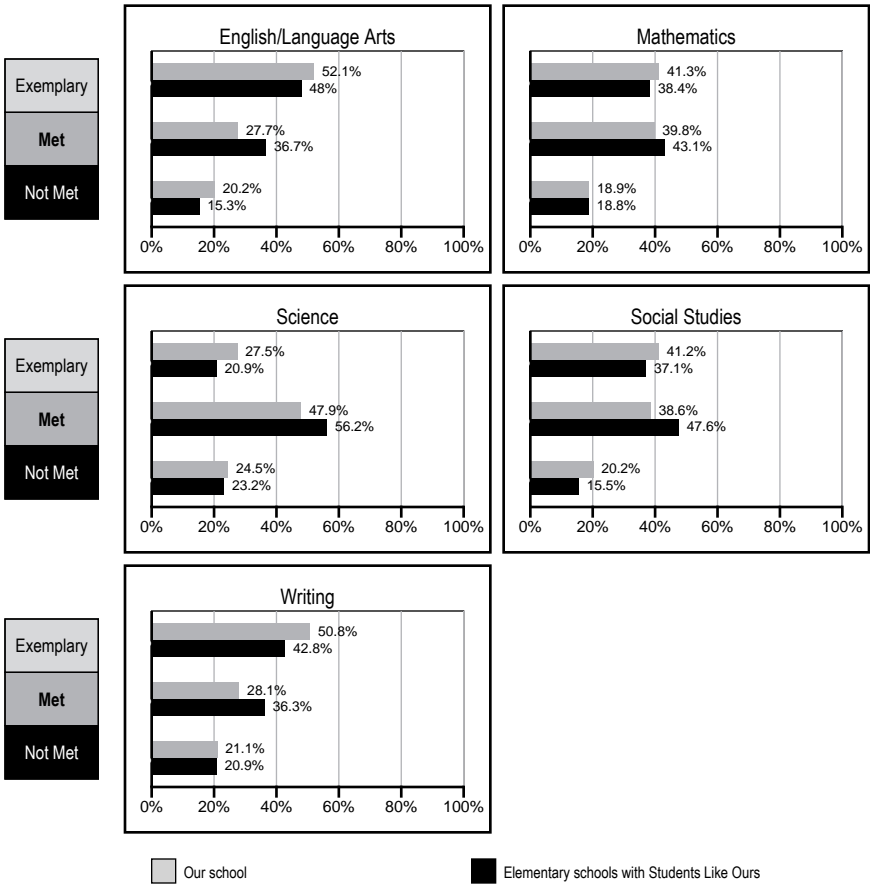
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 97.8%

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

Excellent	Good	Average	Below Average	At-Risk
20	31	14	0	0

\* 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
<b>Students (n=915)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.8%	Down from 1.6%	1.3%	1.9%
Attendance rate	97.0%	No Change	96.6%	96.3%
Eligible for gifted and talented	30.4%	Up from 24.8%	16.9%	10.0%
With disabilities other than speech	9.9%	Up from 9.5%	7.1%	7.7%
Older than usual for grade	0.0%	Down from 0.3%	0.2%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=62)</b>				
Teachers with advanced degrees	51.6%	Up from 46.7%	61.1%	59.4%
Continuing contract teachers	67.7%	Up from 60.0%	84.6%	80.0%
Teachers with emergency or provisional certificates	11.9%	Down from 15.2%	0.0%	0.0%
Teachers returning from previous year	85.0%	Up from 78.2%	86.4%	85.9%
Teacher attendance rate	95.3%	Down from 96.9%	95.1%	95.1%
Average teacher salary*	\$44,203	Up 5.1%	\$48,706	\$47,149
Professional development days/teacher	9.0 days	Down from 12.7 days	10.2 days	11.1 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	19.4 to 1	Down from 20.4 to 1	19.7 to 1	18.8 to 1
Prime instructional time	92.1%	Down from 93.4%	90.8%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$5,650	Up 2.3%	\$6,606	\$7,458
Percent of expenditures for instruction**	70.9%	Down from 73.4%	70.6%	68.8%
Percent of expenditures for teacher salaries**	66.1%	Down from 67.0%	64.8%	63.2%

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

\*\* Prior year audited financial data are reported.

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## Report of Principal and School Improvement Council

Blythe Academy of Languages is a foreign language magnet school that offers instruction in both French and Spanish in two delivery models. The partial immersion program offers a half day of instruction in math, science, and health in the target language. English/language arts and social studies instruction is provided in English. FLES (Foreign Language in the Elementary School) students receive 30 minutes of instruction daily in either French or Spanish. The faculty and staff of Blythe Academy worked together with parents and community representatives to develop a shared vision and school goals for the 2008-2009 school year. These groups reviewed the most recent test data, SC state standards for learning, and the Education Plan of the School District of Greenville County. Priority goals for Blythe Academy were to improve student performance in Mathematics, English/Language Arts, Science, and Social Studies as measured by PASS. Strategies adopted to support these goals included Quality Tools training for teachers; Four Block Reading; Everyday Counts Math; use of math manipulatives; improved alignment of curriculum with state testing; school-wide writing and editing rules; specialized computer software; technology integration; and thinking and reasoning activities. Newly implemented programs this year included Compass Learning software for all grade levels and Response to Intervention in Reading (RtI) for grades 1 and 2. ACT 135 monies were used to employ a computer lab manager who worked with classroom teachers to integrate technology into the academic curriculum. A morning tutorial program provided assistance to students scoring below basic on PACT ELA, Math, Science, or Social Studies. MAP data were used to more effectively guide instruction and monitor student progress. Our SIC (School Improvement Council) worked with PTA on our goal of updating and improving technology use and integration, and encouraging community and parent involvement in school activities. All school strategies were aligned with and supported the five goals of the District Education Plan. Success will be measured by student performance on standardized tests and parent and student surveys.

Blythe Academy Kindergarten and first grade students were assessed using the SC Readiness Assessment Test. Blythe Academy PACT and ITBS scores are in line with district and state scores. Blythe met 17 of 21 Adequate Yearly Progress objectives based upon spring 2008 PACT. Blythe was awarded a Palmetto Silver award based upon 2008 PACT scores. State School Report Card absolute and growth ratings both improved. Blythe Academy is the only International Spanish Academy school in SC. The Blythe Black History Bowl team won the District level Black History Bowl again this year. Enrollment in the magnet program continues to increase.

Examination of the most recent test data will be critical in planning for the 2009-10 school year. MAP (Measure of Academic Progress) testing, continues to provide detailed information regarding student performance and instructional needs of our students. Results from various surveys administered to students, parents, and staff will be studied. Faculty and staff, SIC, and PTA will all be involved in establishing specific goals to improve student academic performance and school strategies to support the Education Plan of the District.

Sandra E. Griffin, Principal  
Amy Grover and Allison Powell, SIC Chairs

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	42	121	56
Percent satisfied with learning environment	95.2%	87.6%	89.3%
Percent satisfied with social and physical environment	97.6%	90.8%	94.6%
Percent satisfied with school-home relations	95.1%	92.5%	92.9%

\* 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

This school met 19 out of 21 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	1.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.3%	0.0%	No
Student attendance rate	97.0%	94.0%*	Yes

\* Or greater than last year

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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*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	421	100	20.2	27.7	52.1	85.4	84	82.8	Yes	Yes
<b>Gender</b>										
Male	206	100	29.3	27.2	43.5	79.1	80.8	79.3	N/A	N/A
Female	215	100	11.7	28.2	60.2	91.3	87.4	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	200	100	5.7	21.8	72.5	95.3	89.5	89.5	Yes	Yes
African American	190	100	38.2	34.7	27.2	72.8	72.7	73.7	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	93	92.3	I/S	I/S
Hispanic	24	100	8.3	29.2	62.5	95.8	74.8	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	91.2	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	72	100	70.1	19.4	10.4	37.3	52.5	52	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	14	100	16.7	33.3	50	91.7	74.5	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	180	100	38.3	32.7	29	71.6	74.4	75.5	Yes	Yes

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

All Students	421	100	18.9	39.8	41.3	84.9	80.9	78.9	Yes	Yes
<b>Gender</b>										
Male	206	100	23.6	36.6	39.8	81.2	79.6	77	N/A	N/A
Female	215	100	14.6	42.7	42.7	88.3	82.2	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	200	100	5.2	34.7	60.1	95.9	87	87.2	Yes	Yes
African American	190	100	36.4	45.7	17.9	71.1	66.3	66.7	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	94.3	93	I/S	I/S
Hispanic	24	100	4.2	37.5	58.3	95.8	75.3	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.8	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	72	100	68.7	20.9	10.4	40.3	48.1	45.5	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	14	100	8.3	50	41.7	91.7	76.2	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	180	100	35.2	43.2	21.6	72.2	70.5	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

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
<b>Science</b>								
All Students	282	100	24.4	48.1	27.4	75.6	71.3	67.5
<b>Gender</b>								
Male	140	100	29.7	43	27.3	70.3	70.8	67
Female	142	100	19.6	52.9	27.5	80.4	71.8	68
<b>Racial/Ethnic Group</b>								
White	134	100	9.3	51.2	39.5	90.7	79.5	79.5
African American	127	100	43.1	43.1	13.8	56.9	53	50.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	86.9	84.3
Hispanic	19	100	15.8	57.9	26.3	84.2	61.1	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	88.4	71.2
<b>Disability Status</b>								
Disabled	46	100	59.5	28.6	11.9	40.5	39.1	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
<b>English Proficiency</b>								
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	60.4	59.6
<b>Socio-Economic Status</b>								
Subsided meals	118	100	41.5	44.3	14.2	58.5	57.5	55.1
<b>Social Studies</b>								
All Students	281	100	20.1	38.8	41	79.9	75.7	72.3
<b>Gender</b>								
Male	135	100	26.6	32	41.4	73.4	75.1	71.5
Female	146	100	14.3	45	40.7	85.7	76.3	73.2
<b>Racial/Ethnic Group</b>								
White	137	100	6	36.6	57.5	94	81.7	80.7
African American	122	100	41.1	40.2	18.8	58.9	61.5	60
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	88	88.5
Hispanic	16	100	N/AV	N/AV	N/AV	100	69	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	78	72.2
<b>Disability Status</b>								
Disabled	52	100	60.4	33.3	6.3	39.6	47.5	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
<b>English Proficiency</b>								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	69	67.9
<b>Socio-Economic Status</b>								
Subsided meals	121	100	40.9	39.1	20	59.1	63.9	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	422	100	21.1	28.1	50.8	78.9	72.9	70.2	97	96.5
<b>Gender</b>										
Male	207	100	30.9	27.2	41.9	69.1	66.4	63.2	97.1	96.4
Female	215	100	12.1	29	58.9	87.9	79.7	77.5	96.9	96.5
<b>Racial/Ethnic Group</b>										
White	199	100	7.8	22.8	69.4	92.2	80.5	79.1	97	96.3
African American	191	100	37.9	32.8	29.3	62.1	57.1	57.6	96.9	96.5
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	87.3	86.2	97.2	97.6
Hispanic	25	100	8.3	41.7	50	91.7	61.3	62.6	97.2	96.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	71.8	68.7	95.6	95.2
<b>Disability Status</b>										
Disabled	69	100	78.5	10.8	10.8	21.5	28.4	26.1	96.6	95.4
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	92.4
<b>English Proficiency</b>										
Limited English Proficient	15	100	16.7	50	33.3	83.3	60.5	61.2	97.5	97.2
<b>Socio-Economic Status</b>										
Subsided meals	180	100	40.7	30.9	28.4	59.3	58.8	58.9	96.5	95.8

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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	137	100	23	19	57.9	77
	4	142	100	20	29.6	50.4	80
	5	142	100	17.6	33.8	48.5	82.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	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
<b>Mathematics</b>							
<b>2009</b>	3	137	100	25.4	41.3	33.3	74.6
	4	142	100	14.8	31.9	53.3	85.2
	5	142	100	16.9	46.3	36.8	83.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	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
<b>Science</b>							
<b>2009</b>	3	69	100	28.6	44.4	27	71.4
	4	142	100	21.5	48.1	30.4	78.5
	5	71	100	26.5	51.5	22.1	73.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	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
<b>Social Studies</b>							
<b>2009</b>	3	68	100	18.8	34.4	46.9	81.3
	4	142	100	16.3	44.4	39.3	83.7
	5	71	100	29	31.9	39.1	71
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	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
<b>Writing</b>							
<b>2009</b>	3	138	100	21.3	15.7	63	78.7
	4	142	100	26.7	32.6	40.7	73.3
	5	142	100	15.4	35.3	49.3	84.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	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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