



BLYTHE ACADEMY

100 Blythe Drive
Greenville, South Carolina

Grades	PK-5 Elementary School	
Enrollment	868 Students	
Principal	Sandra E. Griffin	864-355-4400
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Megan Hickerson	864-288-8363

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Good	Good
2009	Good	Average
2008	Good	Good
2007	Average	Below Average
2006	Excellent	Good

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 2009-10 whose 2008-09 test scores were located

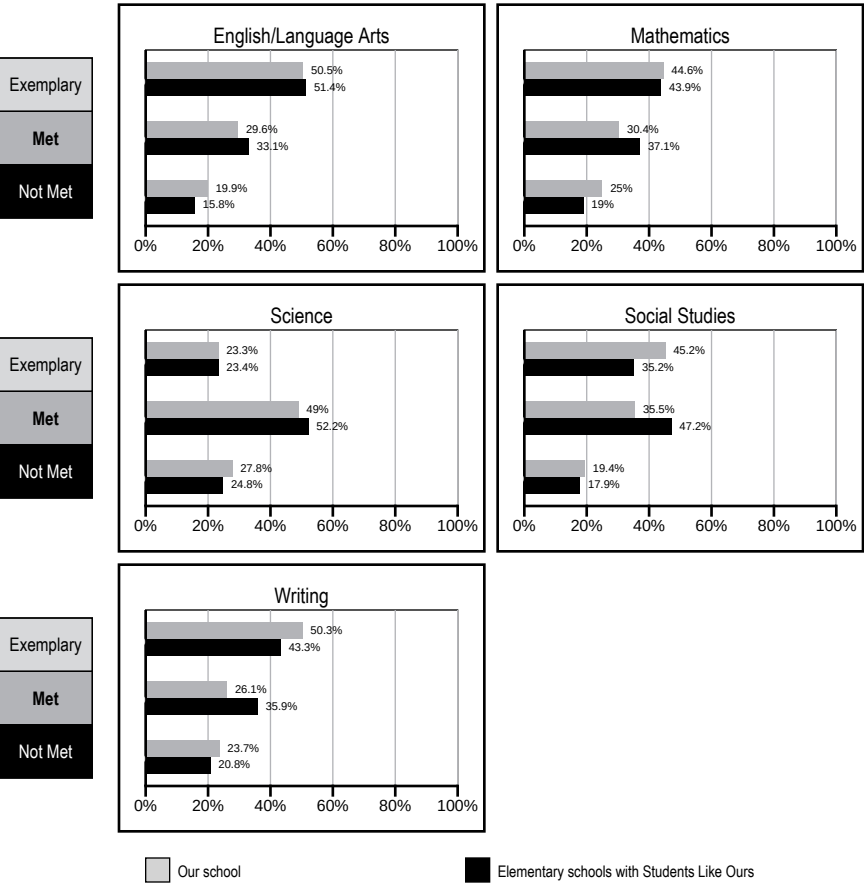
98.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
26	26	10	0	0

* Ratings are calculated with data available by 03/09/2011.

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=868)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.2%	Down from 0.8%	0.8%	1.2%
Attendance rate	96.9%	Down from 97.0%	96.5%	96.1%
Eligible for gifted and talented	30.2%	Down from 30.4%	19.2%	11.7%
With disabilities other than speech	7.9%	Down from 9.9%	7.0%	8.0%
Older than usual for grade	0.0%	No Change	0.2%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=57)				
Teachers with advanced degrees	52.6%	Up from 51.6%	63.5%	60.5%
Continuing contract teachers	82.5%	Up from 67.7%	86.3%	84.6%
Teachers with emergency or provisional certificates	7.8%	Down from 11.9%	0.0%	0.0%
Teachers returning from previous year	83.3%	Down from 85.0%	89.1%	87.0%
Teacher attendance rate	97.4%	Up from 95.3%	96.0%	95.4%
Average teacher salary*	\$44,355	Up 0.3%	\$48,911	\$47,288
Professional development days/teacher	5.1 days	Down from 9.0 days	10.6 days	10.5 days
School				
Principal's years at school	3.0	Up from 2.0	3.8	4.0
Student-teacher ratio in core subjects	19.2 to 1	Down from 19.4 to 1	20.1 to 1	19.2 to 1
Prime instructional time	94.5%	Up from 92.1%	92.3%	90.8%
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	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$6,275	Up 11.1%	\$7,072	\$7,548
Percent of expenditures for instruction**	72.3%	Up from 70.9%	70.6%	68.7%
Percent of expenditures for teacher salaries**	67.4%	Up from 66.1%	68.2%	65.1%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Goals and Objectives: Blythe Academy of Languages is a foreign language magnet school that offers the only partial immersion program for both French and Spanish in the state. 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) is offered to students not enrolled in the immersion program. These students receive 30 minutes of instruction daily 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 2009-2010 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 and/or expanded programs this year included Compass Learning software for all grade levels, Response to Intervention in Reading (RtI) for grades 1 and 2, and Early Response to Intervention (ERI) in 5K. The computer lab manager worked with classroom teachers to integrate technology into the academic curriculum. A PTA sponsored tutorial program provided assistance to struggling readers. 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.

Accomplishments: Blythe Academy Kindergarten and first grade students were assessed using the SC Readiness Assessment Test. Blythe Academy PASS and ITBS scores are in line with district and state scores. Blythe met 19 of 21 Adequate Yearly Progress objectives based upon spring 2009 PASS (up from 17 objectives met in 2008). Blythe Academy is the only International Spanish Academy school in SC. Enrollment in the magnet program continues to increase.

Plans for the future: Examination of the most recent test data will be critical in planning for the 2010-11 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.

Principal: Sandra E. Griffin

SIC Chairs: Katy Pugh Smith & Lee Yarbrough

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	44	123	77
Percent satisfied with learning environment	93.2%	95.9%	89.3%
Percent satisfied with social and physical environment	93.2%	95.1%	97.3%
Percent satisfied with school-home relations	93.2%	95.9%	86.3%

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

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 Adequate Yearly Progress

NO

This school met 20 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	
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	1.7%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.2%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.4%	0.0%	No
Student attendance rate	96.9%	94.0%*	Yes

* Or greater than last year

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	387	100	19.9	29.6	50.5	87.1	84.7	83.5	Yes	Yes
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Gender

Male	179	100	27.7	33.5	38.7	82.1	81.3	80.1	N/A	N/A
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Female	208	100	13.1	26.1	60.8	91.5	88.3	87	N/A	N/A
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Racial/Ethnic Group

White	181	100	5.1	22.3	72.6	98.3	90	89.6	Yes	Yes
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African American	171	100	38	39.3	22.7	73.6	73.4	74.6	Yes	Yes
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Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	94.3	92.7	I/S	I/S
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Hispanic	26	100	8	20	72	96	78.4	79.6	I/S	I/S
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American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	89.7	85.1	I/S	I/S
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Disability Status

Disabled	58	100	73.7	15.8	10.5	43.9	53.3	51.7	Yes	Yes
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
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English Proficiency

Limited English Proficient	13	100	17.6	11.8	70.6	88.2	78.7	79	I/S	I/S
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Socio-Economic Status

Subsidized meals	181	100	38.1	38.7	23.2	73.8	76.1	76.9	Yes	Yes
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Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	387	100	25	30.4	44.6	82	82	80.4	Yes	Yes
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Gender

Male	179	100	28.9	28.3	42.8	79.2	80.5	78.4	N/A	N/A
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Female	208	100	21.6	32.2	46.2	84.4	83.5	82.5	N/A	N/A
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Racial/Ethnic Group

White	181	100	7.4	31.4	61.1	94.3	87.7	87.8	Yes	Yes
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African American	171	100	46	28.8	25.2	66.3	68.4	69.3	Yes	Yes
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Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	94.9	93.5	I/S	I/S
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Hispanic	26	100	12	32	56	96	78.3	78.3	I/S	I/S
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American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	79.5	83.2	I/S	I/S
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Disability Status

Disabled	58	100	75.4	12.3	12.3	40.4	46.1	46.1	No	Yes
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
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English Proficiency

Limited English Proficient	13	100	23.5	35.3	41.2	88.2	79.2	78.9	I/S	I/S
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Socio-Economic Status

Subsidized meals	181	100	44.6	29.8	25.6	66.7	72.9	72.8	Yes	Yes
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* 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
Science								
All Students	255	100	27.8	49	23.3	72.2	70.6	67.3
Gender								
Male	118	100	33.3	44.7	21.9	66.7	70.1	66.9
Female	137	100	22.9	52.7	24.4	77.1	71.1	67.7
Racial/Ethnic Group								
White	119	100	7.7	58.1	34.2	92.3	80.2	79.6
African American	113	100	52.8	39.6	7.5	47.2	50.4	49.7
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	86.4	84.4
Hispanic	17	100	12.5	50	37.5	87.5	60.1	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	76.3	69.5
Disability Status								
Disabled	39	100	78.9	18.4	2.6	21.1	33.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	60.6	58.6
Socio-Economic Status								
Subsidized meals	117	100	50.5	40.2	9.3	49.5	57.1	55.4

Social Studies

All Students	258	100	19.4	35.5	45.2	80.6	73.2	70.9
Gender								
Male	122	100	26.9	29.4	43.7	73.1	72.8	70.1
Female	136	100	12.4	41.1	46.5	87.6	73.7	71.7
Racial/Ethnic Group								
White	116	100	5.4	26.1	68.5	94.6	79.8	79.2
African American	121	100	34.5	43.1	22.4	65.5	57.9	58.4
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	86.9	86.8
Hispanic	16	100	6.3	50	43.8	93.8	67.8	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	69.8	71.2
Disability Status								
Disabled	39	100	60.5	23.7	15.8	39.5	40	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	8	I/S	18.2	45.5	36.4	81.8	69	68
Socio-Economic Status								
Subsidized meals	128	100	35	43.3	21.7	65	61.6	60.8

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	School Attendance Rate	District Attendance Rate
Writing										
All Students	387	99.7	23.2	26.2	50.5	76.8	74	72.1	96.9	96.2
Gender										
Male	179	100	32	31.4	36.6	68	67.2	65.2	97	96.2
Female	208	99.5	15.7	21.7	62.6	84.3	81.1	79.2	96.8	96.3
Racial/Ethnic Group										
White	181	99.5	7.5	24.1	68.4	92.5	81.6	80.8	96.9	96.1
African American	171	100	42.6	30.2	27.2	57.4	58.6	59.7	96.8	96.2
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	88.8	87	98.2	97.5
Hispanic	26	100	8	20	72	92	63.1	64.6	96.8	96.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	74.7	73.4	96	94.8
Disability Status										
Disabled	57	98.3	80	10.9	9.1	20	29.5	27.7	96.1	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.6
English Proficiency										
Limited English Proficient	13	100	17.6	23.5	58.8	82.4	62.9	63.7	97.1	97
Socio-Economic Status										
Subsidized meals	180	99.4	42.5	31.7	25.7	57.5	61.1	61.9	96.3	95.6

Abbreviations for Missing Data

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	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
2010	3	128	100	20.8	20	59.2	79.2
	4	126	100	22.3	30.6	47.1	77.7
	5	133	100	16.8	37.4	45.8	83.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	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
2010	3	128	100	37.5	29.2	33.3	62.5
	4	126	100	17.4	30.6	52.1	82.6
	5	133	100	20.6	31.3	48.1	79.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	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
2010	3	63	100	44.1	32.2	23.7	55.9
	4	126	100	21.5	53.7	24.8	78.5
	5	66	100	24.6	55.4	20	75.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	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
2010	3	65	100	23	39.3	37.7	77
	4	126	100	17.4	33.1	49.6	82.6
	5	67	100	19.7	36.4	43.9	80.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	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
2010	3	128	99.2	24.6	23.7	51.7	75.4
	4	126	100	25.6	26.4	47.9	74.4
	5	133	100	19.8	28.2	51.9	80.2
	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

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample