



## BLYTHE ACADEMY

100 Blythe Drive  
Greenville, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	828 Students	
<b>Principal</b>	Dr. Sandra E. Griffin	864-355-4400
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	Roger Meek	864-233-8587

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Excellent</b>	<b>Good</b>
2010	Good	Good
2009	Good	Average
2008	Good	Good
2007	Average	Below Average

## 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 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.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

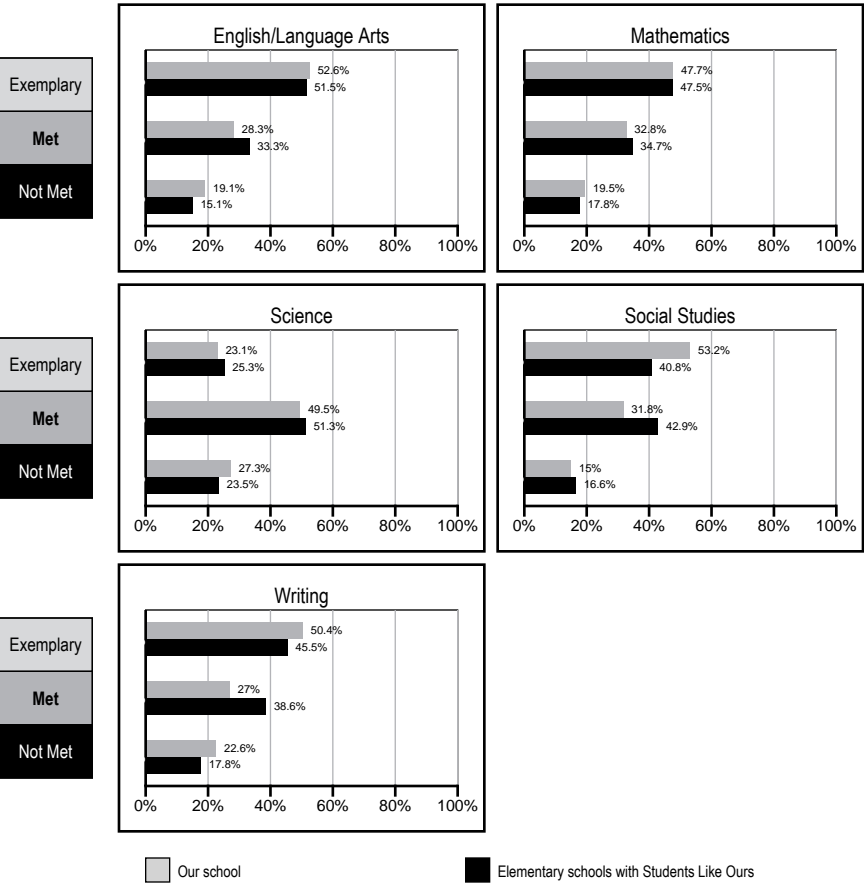
97.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
33	21	3	2	0

\* Ratings are calculated with data available by 11/09/2011.

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=828)				
First graders who attended full-day kindergarten	92.9%	Down from 100.0%	100.0%	100.0%
Retention rate	0.8%	Up from 0.2%	0.8%	1.1%
Attendance rate	96.7%	Down from 96.9%	96.5%	96.2%
Served by gifted and talented program	35.4%	Up from 30.2%	21.0%	13.4%
With disabilities other than speech	4.7%	Down from 7.9%	3.7%	4.1%
Older than usual for grade	0.1%	Up from 0.0%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Up from 0.0%	0.0%	0.0%
Teachers (n=54)				
Teachers with advanced degrees	55.6%	Up from 52.6%	65.1%	62.5%
Continuing contract teachers	87.0%	Up from 82.5%	89.6%	88.2%
Teachers returning from previous year	87.1%	Up from 83.3%	88.5%	87.8%
Teacher attendance rate	95.5%	Down from 97.4%	95.2%	95.2%
Average teacher salary*	\$44,541	Up 0.4%	\$48,398	\$46,773
Professional development days/teacher	5.9 days	Up from 5.1 days	9.8 days	10.5 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	21.0 to 1	Up from 19.2 to 1	20.7 to 1	19.9 to 1
Prime instructional time	92.8%	Down from 94.5%	91.1%	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	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$5,995	Down 4.5%	\$6,908	\$7,447
Percent of expenditures for instruction**	70.3%	Down from 72.3%	70.1%	68.4%
Percent of expenditures for teacher salaries**	68.9%	Up from 67.4%	68.8%	65.8%

\* 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 in 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 2010-2011 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, and writing 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 . RtI and ERI were expanded to include both reading and math this year. The computer lab manager worked with classroom teachers to integrate technology into the academic curriculum. A PTA sponsored tutorial program provided assistance to struggling students. 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 ERI Benchmark testing. Blythe Academy PASS and ITBS scores are in line with district and state scores. Blythe received a Palmetto Silver Award for 2010 PASS performance. Blythe met 20 of 21 Adequate Yearly Progress objectives based upon spring 2010 PASS. Blythe Academy is the only International Spanish Academy School in SC and was one of nine schools in the USA to be named a finalist for the International Spanish Academy School of the Year Award. 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 2011-12 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	37	82	64
Percent satisfied with learning environment	94.4%	92.7%	88.5%
Percent satisfied with social and physical environment	97.2%	91.5%	84.1%
Percent satisfied with school-home relations	86.5%	95.1%	81.7%

\* 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 18 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%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.5%	0.0%	No
Student attendance rate	96.7%	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 = 79.4% (Met or Exemplary)

All Students	343	100	19.1	28.3	52.6	87.2	84.1	82.4	Yes	Yes
Gender										
Male	157	100	25.2	30.5	44.4	83.4	80.8	78.7	N/A	N/A
Female	186	100	14	26.4	59.6	90.4	87.7	86.2	N/A	N/A
Racial/Ethnic Group										
White	144	100	4.9	17.4	77.8	95.8	89.7	88.9	Yes	Yes
African American	168	100	34.4	40.9	24.7	77.9	72.2	72.9	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	93.3	93	I/S	I/S
Hispanic	23	100	8.7	17.4	73.9	95.7	79.2	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	83.8	83	I/S	I/S
Disability Status										
Disabled	51	100	76.1	13	10.9	43.5	48.6	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	11	100	25	25	50	83.3	79.3	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	182	100	35.5	37.9	26.6	76.3	75.7	75.4	No	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	343	100	19.5	32.8	47.7	85.1	84.4	81.9	Yes	Yes
Gender										
Male	157	100	20.5	33.1	46.4	82.1	82.9	79.9	N/A	N/A
Female	186	100	18.5	32.6	48.9	87.6	86.1	84.1	N/A	N/A
Racial/Ethnic Group										
White	144	100	5.6	20.8	73.6	95.8	89.4	88.9	Yes	Yes
African American	168	100	35.1	44.2	20.8	72.7	72	71.4	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	95.6	94.6	I/S	I/S
Hispanic	23	100	8.7	34.8	56.5	95.7	82.7	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	86.3	84.4	I/S	I/S
Disability Status										
Disabled	51	100	69.6	15.2	15.2	32.6	47.1	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	11	100	16.7	50	33.3	91.7	83.6	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	182	100	34.9	43.8	21.3	72.2	76.5	74.9	Yes	Yes

\* 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	226	100	27.3	49.5	23.1	72.7	71.6	68.6
Gender								
Male	103	100	28.3	46.5	25.3	71.7	71.4	68.3
Female	123	100	26.5	52.1	21.4	73.5	71.9	68.9
Racial/Ethnic Group								
White	95	100	8.4	52.6	38.9	91.6	81	80.7
African American	114	100	46.2	48.1	5.8	53.8	52.3	51.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	85.1	85.3
Hispanic	12	100	8.3	58.3	33.3	91.7	61.4	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	76.8	70.8
Disability Status								
Disabled	38	100	80	11.4	8.6	20	34.8	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	61.8	60.7
Socio-Economic Status								
Subsidized meals	123	100	46.9	45.1	8	53.1	58.4	57.3

Social Studies								
All Students	230	100	15	31.8	53.2	85	76.1	72.5
Gender								
Male	100	100	16.8	27.4	55.8	83.2	75.9	72
Female	130	100	13.6	35.2	51.2	86.4	76.2	73.1
Racial/Ethnic Group								
White	98	100	5.1	16.3	78.6	94.9	82.8	81
African American	107	100	25.8	49.5	24.7	74.2	61.5	60
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	88.5	89
Hispanic	19	100	15.8	26.3	57.9	84.2	69.6	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	75.5	73.5
Disability Status								
Disabled	27	100	50	33.3	16.7	50	41.9	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	70.5	69.7
Socio-Economic Status								
Subsidized meals	117	100	29.6	47.2	23.1	70.4	65.2	62.9

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	122	100	22.6	27	50.4	77.4	76	73.2	96.7	96.4
Gender										
Male	59	100	33.9	28.6	37.5	66.1	70.2	67.2	96.7	96.3
Female	63	100	11.9	25.4	62.7	88.1	82.1	79.4	96.8	96.4
Racial/Ethnic Group										
White	46	100	4.3	19.6	76.1	95.7	83.1	81.5	96.5	96.2
African American	67	100	40	31.7	28.3	60	62.2	61.3	96.9	96.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	90.3	87	97.9	97.6
Hispanic	7	I/S	I/S	I/S	I/S	I/S	64.3	66.7	96.9	96.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	74.1	72.2	96.7	95.8
Disability Status										
Disabled	21	100	N/AV	N/AV	N/AV	5.6	26.5	26	96.1	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	93.2
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	65.3	65.7	97.1	97.2
Socio-Economic Status										
Subsidized meals	71	100	37.5	32.8	29.7	62.5	63.7	63.2	96.1	95.9

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							
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
2011	3	109	100	13.9	22.2	63.9	86.1
	4	113	100	18.7	34.6	46.7	81.3
	5	121	100	24.6	28.1	47.4	75.4
	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
Mathematics							
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
2011	3	109	100	25	20.4	54.6	75
	4	113	100	8.4	44.9	46.7	91.6
	5	121	100	24.6	33.3	42.1	75.4
	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
Science							
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
2011	3	53	100	39.6	39.6	20.8	60.4
	4	113	100	15.9	53.3	30.8	84.1
	5	60	100	37.5	51.8	10.7	62.5
	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

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
Social Studies							
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
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	56	100	10.9	20	69.1	89.1
	4	113	100	11.2	38.3	50.5	88.8
	5	61	100	25.9	31	43.1	74.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	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							
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
2011	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	122	100	22.6	27	50.4	77.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	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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