



## Blythe Academy of Languages

100 Blythe Drive  
Greenville, SC 29605

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	856 Students	
<b>Principal</b>	Sandra E. Griffin, Ph.D.	864-355-4400
<b>Superintendent</b>	Mr. Burke Royster	864-355-3100
<b>Board Chair</b>	Mr. Chuck Saylor	803-360-3527

# THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2013</b>	<b>Excellent</b>	<b>Good</b>
2012	Excellent	Excellent
2011	Excellent	Good
2010	Good	Good
2009	Good	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://www.eoc.sc.gov>

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

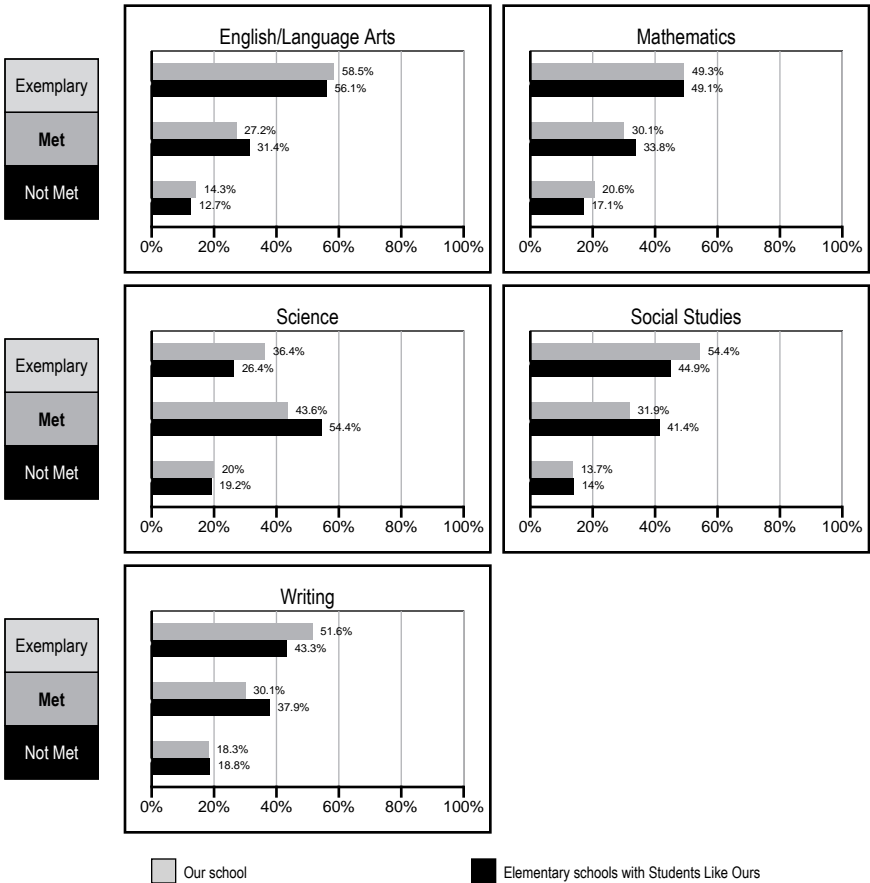
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 97.8%

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

Excellent	Good	Average	Below Average	At-Risk
39	15	1	1	0

\* Ratings are calculated with data available by 12/14/2013.

**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=856)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.8%	Up from 0.5%	0.8%	0.9%
Attendance rate	96.7%	Down from 97.0%	96.8%	96.3%
Served by gifted and talented program	15.3%	N/A	11.2%	7.2%
With disabilities	9.6%	N/A	11.3%	12.4%
Older than usual for grade	0.9%	N/A	1.4%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n=55)</b>				
Teachers with advanced degrees	61.8%	Up from 56.4%	63.8%	62.5%
Continuing contract teachers	81.8%	Down from 87.3%	86.2%	83.3%
Teachers returning from previous year	89.3%	Up from 87.8%	89.6%	88.3%
Teacher attendance rate	93.7%	Down from 94.0%	95.1%	95.0%
Average teacher salary*	\$46,588	Up 2.9%	\$49,052	\$48,193
Professional development days/teacher	7.3 days	Down from 7.4 days	10.7 days	11.0 days
<b>School</b>				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	21.5 to 1	Down from 21.7 to 1	21.0 to 1	20.1 to 1
Prime instructional time	89.9%	Down from 90.5%	90.6%	90.0%
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**	\$5,904	Up 0.2%	\$6,839	\$7,364
Percent of expenditures for instruction**	67.0%	Down from 68.7%	68.0%	68.0%
Percent of expenditures for teacher salaries**	66.0%	Down from 68.2%	67.0%	66.0%

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

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

## Abbreviations for Missing Data

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

## Report of Principal and School Improvement Council

Blythe Academy of Languages is a foreign language magnet school offering partial immersion programs in French and Spanish. Immersion students are taught math, science, and health in the target languages. English/language arts and social studies are taught in English. FLES (Foreign Language in the Elementary School) provides 30 minutes of Spanish instruction daily for students not in immersion. The Kite-II curriculum is used for FLES students in grades 3-5. Blythe staff worked with parents and community representatives to develop a shared vision and school goals for the 2012-13 school year. They reviewed the latest test data, SC state standards for learning, and the Education Plan of Greenville County Schools. Priority goals for Blythe were to improve student performance in Mathematics, English/Language Arts, Science, and Social Studies as measured by PASS. Strategies to support these goals included implementation of Quality Tools; Four Block Reading; Everyday Counts Math; use of math manipulatives; improved alignment of curriculum with state testing; school-wide writing and editing rules; technology integration; and thinking and reasoning activities. Compass Learning software for all students, Response to Intervention and Early Response to Intervention in Reading and Math for students in 5K – grade 2 continue to be used. Classroom teachers worked with the lab manager 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, wellness initiatives, 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 5K and first grade students were assessed using the SC Readiness Assessment Test. PASS and ITBS scores are in line with district and state scores. Blythe scored 96.4% on the state accountability matrix based upon spring 2012 PASS, and received two Palmetto Gold Awards for PASS performance. Blythe is the only International Spanish Academy School in SC and has twice been a finalist for the International Spanish Academy School of the Year Award. In May 2013, Blythe was named the International Spanish Academy Elementary School of the Year. The Blythe SIC was a finalist for the Dick & Tunky Riley SIC Award of Excellence in 2012.

Plans for the future: Study of the most recent test data will be critical in planning for the 2012-13 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 reviewed. Faculty, staff, SIC, and PTA will all be involved in establishing specific goals and strategies to improve student academic performance.

Principal: Sandra E. Griffin

SIC Chairs: Rachel Balck & Mary Green

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	51	109	42
Percent satisfied with learning environment	94.1%	88%	81%
Percent satisfied with social and physical environment	98.1%	88.9%	93%
Percent satisfied with school-home relations	98.1%	89.8%	88.1%

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

Abbreviations for Missing Data

N/A–Not Applicable

NAV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

**ESEA/Federal Accountability Rating System**

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

<b>Overall Weighted Points Total</b>	<b>84.6</b>
<b>Overall Grade Conversion</b>	<b>B</b>

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

**Accountability Indicator for Title I Schools**

Blythe Academy of Languages school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

**Teacher Quality and Student Attendance**

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	1.8%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	2.7%	4.9%

	<b>Our School</b>	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers	1.2%	0.0%	No
Student attendance rate	96.7%	94.0%*	Yes

\* Or greater than last year

Abbreviations for Missing Data

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

## Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
<b>Grades 3-5</b>						
All Students	680.4	667.7	639.9	665.1	100.0	100.0
Male	673.1	664.2	642.4	662.0	100.0	100.0
Female	687.3	671.1	637.7	668.4	100.0	100.0
White	708.9	695.3	666.3	690.5	100.0	100.0
African American	647.7	632.1	605.6	632.3	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	677.2	673.0	636.6	676.9	100.0	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	613.2	599.8	576.1	608.5	100.0	100.0
Limited English Proficient	680.3	677.9	637.2	680.5	N/A	N/A
Subsidized meals	647.1	634.1	609.9	631.2	100.0	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0

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
<b>English/Language Arts</b>							
<b>2012</b>	3	139	100	20	17	63	80
	4	107	100	13.6	20.4	66	86.4
	5	114	100	25.5	30	44.5	74.5
	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>2013</b>	3	111	100	15.5	14.5	70	84.5
	4	117	100	12.9	33.6	53.4	87.1
	5	113	100	14.7	33	52.3	85.3
	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>2012</b>	3	139	100	28.1	23.7	48.1	71.9
	4	107	100	14.6	20.4	65	85.4
	5	114	100	24.5	40.9	34.5	75.5
	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>2013</b>	3	111	100	27.3	28.2	44.5	72.7
	4	117	100	12.9	33.6	53.4	87.1
	5	113	100	22	28.4	49.5	78
	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>2012</b>	3	69	100	35.3	33.8	30.9	64.7
	4	107	100	18.3	54.8	26.9	81.7
	5	55	100	40.7	48.1	11.1	59.3
	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>2013</b>	3	55	100	25.9	42.6	31.5	74.1
	4	117	100	14.7	48.3	37.1	85.3
	5	57	100	25.5	34.5	40	74.5
	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

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
<b>Social Studies</b>							
<b>2012</b>	3	70	100	14.9	40.3	44.8	85.1
	4	107	100	15.4	26	58.7	84.6
	5	59	100	14.3	35.7	50	85.7
	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>2013</b>	3	56	100	8.9	35.7	55.4	91.1
	4	117	100	9.5	33.6	56.9	90.5
	5	56	100	27.8	24.1	48.1	72.2
	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
<b>Writing</b>							
<b>2012</b>	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	113	100	23.6	35.5	40.9	76.4
	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>2013</b>	3	111	100	17.1	27.9	55	82.9
	4	119	99.2	17.9	29.1	53	82.1
	5	113	100	19.1	33.6	47.3	80.9
	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