SC Annual School Report Card Summary

Blythe Academy
Greenville
Grades: PK-5 **Enrollment: 935**
Principal: Sandra E. Griffin
Superintendent: Dr. Phinnize J. Fisher
Board Chair: Dr. Keith Ray

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.

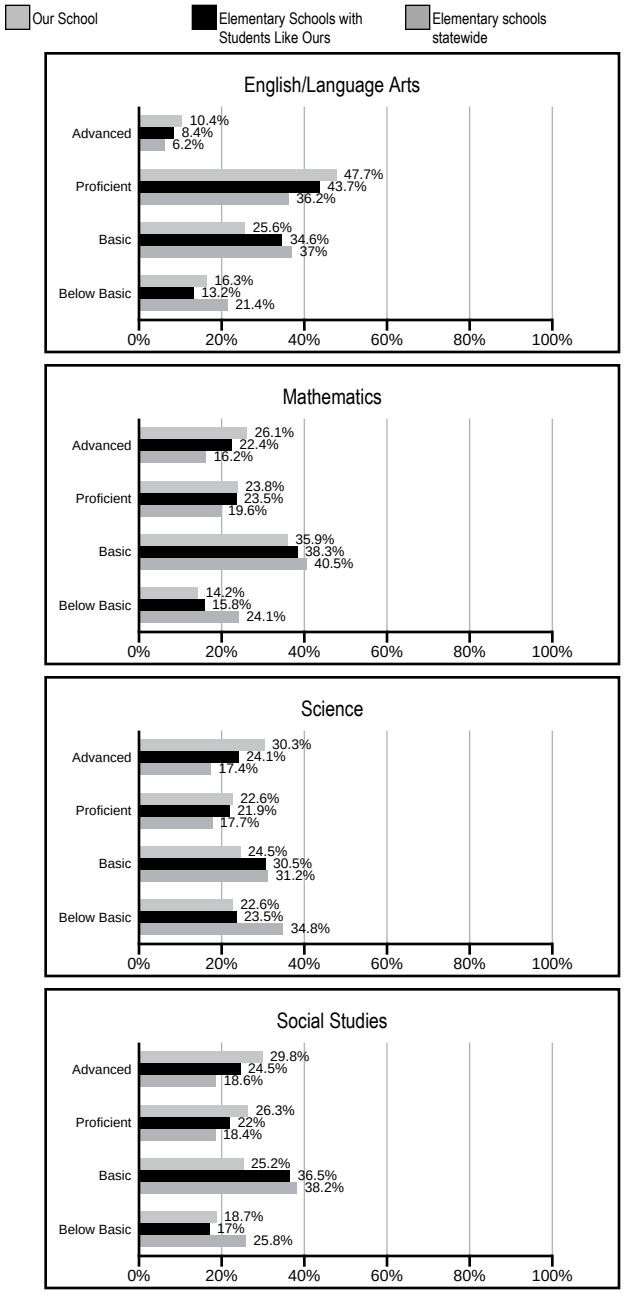
YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD/SILVER AWARD	AYP STATUS	NCLB IMPROVEMENT STATUS
2008	Good	Good	TBD	Not Met	N/A
2007	Average	Below Average	Gold	Met	N/A
2006	Excellent	Good	Gold	Not Met	N/A

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
4	31	52	1	0

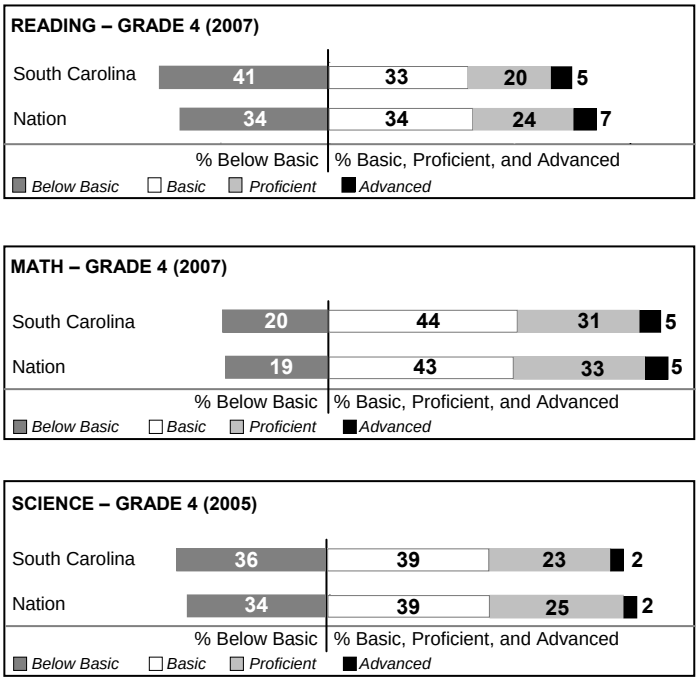
** Ratings are calculated with data available by 02/17/2009. Schools with Students like Ours are Elementary Schools with poverty indices of no more than 5% above or below the index for this school.*

PACT PERFORMANCE



NAEP PERFORMANCE*

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



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 Goal: TBD

Abbreviations Key
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Blythe Academy [Greenville]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=935)				
Retention rate	1.6%	Down from 2.0%	1.7%	2.3%
Attendance rate	97.0%	Up from 96.8%	96.6%	96.3%
Eligible for gifted and talented	24.8%	Down from 26.4%	18.0%	10.4%
With disabilities other than speech	9.5%	Up from 7.4%	6.5%	7.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=60)				
Teachers with advanced degrees	46.7%	Down from 49.1%	60.7%	56.7%
Continuing contract teachers	60.0%	Down from 72.7%	79.3%	77.3%
Teachers with emergency or provisional certificates	15.2%	Up from 12.8%	0.0%	0.0%
Teachers returning from previous year	78.2%	Down from 81.2%	87.9%	86.4%
Teacher attendance rate	96.9%	Up from 96.4%	95.2%	94.9%
Average teacher salary	$42,050	Up 0.5%	$46,467	$45,345
Classes not taught by highly qualified teachers	1.7%	Down from 4.3%	0.0%	0.0%
School				
Principal's years at school	1.0	Down from 10.5	3.0	4.0
Student-teacher ratio in core subjects	20.4 to 1	Up from 18.2 to 1	19.8 to 1	18.5 to 1
Prime instructional time	93.4%	Up from 92.3%	90.3%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil*	$5,524	Up 23.3%	$6,412	$7,052
Percent of expenditures for instruction*	73.4%	Up from 70.5%	70.3%	69.1%
Percent of expenditures for teacher salaries*	67.0%	Down from 70.5%	66.9%	64.2%
% of AYP objectives met	81.0%		90.5%	85.7%

* Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	41	114	51
Percent satisfied with learning environment	92.7%	90.3%	86.3%
Percent satisfied with social and physical environment	92.7%	87.2%	86.0%
Percent satisfied with school-home relations	95.1%	92.0%	78.0%

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

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 2007-2008 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 PACT. Strategies adopted to support these goals included: Learning Focused training for teachers; Four Block Reading; Everyday Counts Math; use of math manipulatives; improved alignment of curriculum with PACT; school-wide writing and editing rules; specialized computer software; technology integration; and thinking and reasoning activities. 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 align with district and state scores. Blythe met Adequate Yearly Progress based upon spring 2007 PACT. Blythe Academy is the only International Spanish Academy school in SC. The Blythe PTA was just re-certified as a National PTA School of Excellence. The Blythe Black History Bowl team once again won the Black History Bowl this year. The character education program at Blythe is one of ten recognized nationally by Chick-Fil-A for excellence. A new foreign language curriculum was implemented this year in our FLES classes. Enrollment in the magnet program continues to increase.

Examination of the most recent test data will be critical in planning for the 2008-2009 school year. MAP (Measure of Academic Progress) testing, begun in the 2005-2006 school year, 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

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