

2012-2013 ANNUAL SUMMARY REPORT TO COMMUNITY

BLYTHE ACADEMY OF LANGUAGES
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INTRODUCTION

In accordance with the South Carolina Finance Act of 1977, Blythe Academy submits an annual school report. Each year we set goals and objectives that will enable us to continue to enhance our educational program. Through the cooperative efforts of parents, students, faculty and administration, Blythe Academy has continued to experience positive growth in many areas.

MISSION STATEMENT

The mission of Blythe Academy is to inspire world class learners. Our purpose is to ensure that academic achievement is our top priority, and to collaborate with home and community to achieve academic excellence.

SCHOOL AND PTA THEME FOR 2012-2013 - "Road Trip USA....."

Blythe Academy Goals, 2012-2013

(as aligned with the Education Plan of The School District of Greenville County)

Goal #1: Raise the academic challenge and performance of each student.

PERFORMANCE GOAL 1: The percentage of students scoring Met and above on the PASS Reading/Research test will increase from 79.8% in 2008-09 to 92% in 2012-13.

PASS – English Language Arts

	Blythe % Met	District % Met	State % Met
Spring 2009			
Grade 3	78.2	78.3	78.0
Grade 4	78.7	75.8	75.6
Grade 5	80.9	81.7	80.0
Spring 2010			
Grade 3	79.7	83.4	80.7
Grade 4	77.0	77.8	76.5
Grade 5	83.5	80.9	78.1
Spring, 2011			
Grade 3	85.3	83.7	80.0
Grade 4	80.5	80.8	78.0
Grade 5	73.6	81.3	78.3
Spring, 2012			
Grade 3	80.0%	83.6%	80.3%
Grade 4	86.4%	82.6%	78.2%
Grade 5	74.5%	79.8%	76.5%

PERFORMANCE GOAL 2: The percentage of students scoring Met and above on the PASS Writing test will increase from 84.3% in 2008-09 to 92.3% in 2012-13.

PASS - Writing

	Blythe % Met	District % Met	State % Met
Spring 2009			
Grade 3	77.5	72.3	68.9
Grade 4	71.8	70.3	70.1
Grade 5	83.0	77.5	73.2
Spring 2010			
Grade 3	76.4	75.3	71.0
Grade 4	73.0	71.4	72.3
Grade 5	80.5	77.3	74.5
Spring, 2011			
Grade 3	Not tested	Not tested	Not tested
Grade 4	Not tested	Not tested	Not tested
Grade 5	73.8	79.0	77.7
Spring, 2012			
Grade 3	Not tested	Not tested	Not tested
Grade 4	Not tested	Not tested	Not tested
Grade 5	76.4%	78.5%	73.5%

PERFORMANCE GOAL 3: The percentage of students scoring Met and above on the PASS Math test will increase from 81.1% in 2008-09 to 93% in 2012-13.

PASS - MATH

	Blythe % Met	District % Met	State % Met
Spring 2009			
Grade 3	74.5	70.2	67.1
Grade 4	83.8	80.0	76.8
Grade 5	82.4	77.2	73.5
Spring 2010			
Grade 3	64.8	74.6	70.0
Grade 4	80.2	78.1	76.7
Grade 5	79.7	75.1	71.3
Spring, 2011			
Grade 3	74.3	75.8	70.4
Grade 4	90.3	83.5	79.4
Grade 5	71.9	77.8	75.3
Spring, 2012			
Grade 3	71.9%	77.8%	72.6%
Grade 4	85.4%	83.6%	78.4%
Grade 5	75.5%	81.6%	76.1%

OTHER PERFORMANCE AREAS:

PASS - SCIENCE

	Blythe % Met	District % Met	State % Met
Spring 2009			
Grade 3	71.0	66.5	61.6
Grade 4	76.8	73.2	68.7
Grade 5	71.8	72.8	68.3
Spring 2010			

Grade 3	57.1%	65.3	55.7
Grade 4	77.8%	74.1	69.3
Grade 5	75.8%	69.2	66.0
Spring, 2011			
Grade 3	60.4	65.6	60.8
Grade 4	83.2	75.8	70.9
Grade 5	48.3	68.8	64.9
Spring, 2012			
Grade 3	64.7%	68.0%	60.7%
Grade 4	82.5%	79.4%	73.8%
Grade 5	59.3%	76.0%	71.7%

PASS – SOCIAL STUDIES

	Blythe % Met	District % Met	State % Met
Spring 2009			
Grade 3	80.9	78.9	74.4
Grade 4	82.4	81.8	79.8
Grade 5	70.4	75.1	70.0
Spring 2010			
Grade 3	77.3	76.5	73.2
Grade 4	81.0	79.2	76.2
Grade 5	80.6	72.9	66.1
Spring, 2011			
Grade 3	87.5	80.6	76.6
Grade 4	89.4	82.2	77.1
Grade 5	70.5	75.2	70.4
Spring, 2012			
Grade 3	85.1%	80.7%	74.6%.
Grade 4	85.4%	84.4%	80.9%
Grade 5	85.7%	76.9%	69.9%

ADEQUATE YEARLY PROGRESS

	2008	2009	2010	2011	2012
AYP Status	Not Met	Not Met	Not Met	Not Met	Grade = A
Objectives Met	17 of 21	19 of 21	20 of 21	18 of 21	96.4 of 100 points
Subgroups Not Met	ELA: African – American, Disabled & FARMS Math : African-American	ELA: Disabled Math: Disabled	Math: Disabled	Math & ELA - Disabled ELA - FARMS	Math & ELA Disabled

REPORT CARD

	2004	2005	2006	2007	2008	2009	2010	2011	2012
Absolute Rating	Excellent	Excellent	Excellent	Average	Good	Good	Good	Excellent	Excellent
Growth Rating	Good	Excellent	Good	Below Average	Good	Average	Good	Good	Excellent

Strategies:

1. Monitor alignment of instruction and assessments (PASS) with district and state curriculum standards.
2. Utilize PASS scores to determine strengths and weaknesses in instruction.
3. Focused training for teachers trained reading, writing, and math strategies.
4. Work with Assistance Team, school nurse, school psychologist, and social worker to provide needed services to students
5. Staff development (including team planning meetings, collaboration, and vertical articulation) that focuses on improved instructional techniques
6. Use more inquiry-based instruction
7. Use learning focused instructional strategies.
8. Focused training for teachers in specific reading strategies
9. Implement Response to Intervention Program and Early Response to Intervention (both reading and math) with identified students in primary grades.
10. Implement technology through software programs such as Compass Learning
11. Utilize MAP scores to guide instruction and to establish flexible student groups for specific skill instruction.
12. Continue use of district wide writing/editing rules and vocabulary
13. Focus on improved student performance in thinking and reasoning skills as measured by district achievement testing and teacher observation
14. Provide additional support to students scoring not met on state testing program through PTA parent volunteer tutoring.

Goal #2: Ensure quality personnel in all positions.

PERFORMANCE GOAL 4: Assist the World Language teachers in meeting all of the requirements for state certification to be Highly Qualified under No Child Left Behind. Our goal is for 100% of world language Immersion and FLES teachers to be Highly Qualified beginning in 2008 through 2013. * Currently, 100% are Highly Qualified.

*All world language teachers who come to Blythe are considered Highly Qualified in their native countries. Most teachers come to the US with several years of teaching experience. According to the South Carolina SDE guidelines, these teachers are considered first year teachers and must pass the PRAXIS exam (in English) in their content area (elementary and/or early childhood) and language (French or Spanish).

Strategies:

1. Implement a school-wide staff development plan for all certified staff
2. Administration to participate in district Leadership Training (as appropriate and as offered)
3. PAS-T (teacher evaluation program) used to evaluate teachers; Provide staff development in PAS-T
4. Classroom walk-throughs by administration to monitor teaching and learning
5. Annual, formal teacher observations of all teachers
6. Yearly Performance Goals written by all teachers
7. All staff members evaluated annually
8. Provide mentors for teachers new to the profession and to the building
9. Conduct quarterly meetings for mentors and new teachers
10. Provide teachers with access to GCS Portal, which includes state standards, district curriculum guides, PAS-T information, and lesson plan templates.
11. Utilize support services provided by international placement agencies such as VIF, FACES, EPI, French and Spanish Embassies.

Goal #3: Provide a school environment supportive of learning.

PERFORMANCE GOAL 5: The number of students suspended out-of-school will decrease from 52 in 2007-08 to 42 in 2013.

Baseline 2007-08	2009-10	2010-11	2011-12
52	45	24	40

PERFORMANCE GOAL 6: Maintain at least a 94.0% attendance rate for all students and all student subgroups from 2008-09 through 2012-13.

	2008-09 Baseline	2009-10	2010-11	2011-12
Projected Performance	94%	94%	94%	94%
Actual Performance	97%	96.9%	96.7%	97%

Strategies:

1. Recognition of perfect attendance at year-end awards ceremonies.
2. Period recognition of classes with perfect attendance.
3. Conferences held with parents after three consecutive student absences.
4. Attendance referrals to district attendance office as warranted.
5. Daily monitoring of student absences and tardies.
6. Maintain equipment and learning spaces so that tasks may be completed safely
7. Revise safety and evacuation plans as needed
8. Provide refresher training for first aid responders (first aid, adult & child CPR training).
9. Ensure that policies and rules are fair and are communicated to all
10. Maximize time-on-task with high levels of student engagement
11. Show district discipline video to students in grades 3, 4, & 5, with follow-up question and answer time conducted by Assistant Principal and/or Guidance Counselors
12. Incorporate school-wide discipline guidelines and Code of Conduct in compliance with district policies
13. Encourage development of students' personal and social responsibility through character education programs and participation in charitable causes, such as Chick-Fil-A Core Essentials Program and Bear Hug Program

Goal #4: Effectively manage and further develop necessary financial resources.

Strategies:

1. Use of alternate funding sources to employ computer lab manager
2. Work with PTA to promote use of funds for needs associated with school programs

Goal #5: Improve public understanding and support of public schools.

Strategies:

1. Increase community and parent involvement in school activities
2. Maintain and update parent resource library
3. Provide course syllabi to all parents
4. Teacher websites
5. Ongoing communication with parent community (weekly folders, newsletters, parent conferences, notes, telephone conferences, e-mail, etc.)
6. Regular monthly meetings with PTA Board; PTA general meetings and events throughout the year
7. Monthly School Improvement Council meetings
8. Family Fun Night, Blythe Blast, etc.
9. Lunch & Learn parent workshops
10. Utilize parent volunteers