

## LANGFORD ELEMENTARY

480 Langford Rd  
Blythewood, South

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	431 Students	
<b>Principal</b>	Dr. Felix Figueroa	803-691-4091
<b>Superintendent</b>	Katie Brochu, Ed.D.	803-787-1910
<b>Board Chair</b>	Stephanie Burgess, Ph.D.	803-530-9899

# 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	N/A	N/A
2009	N/A	N/A
2008	N/A	N/A
2007	N/A	N/A

## 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**

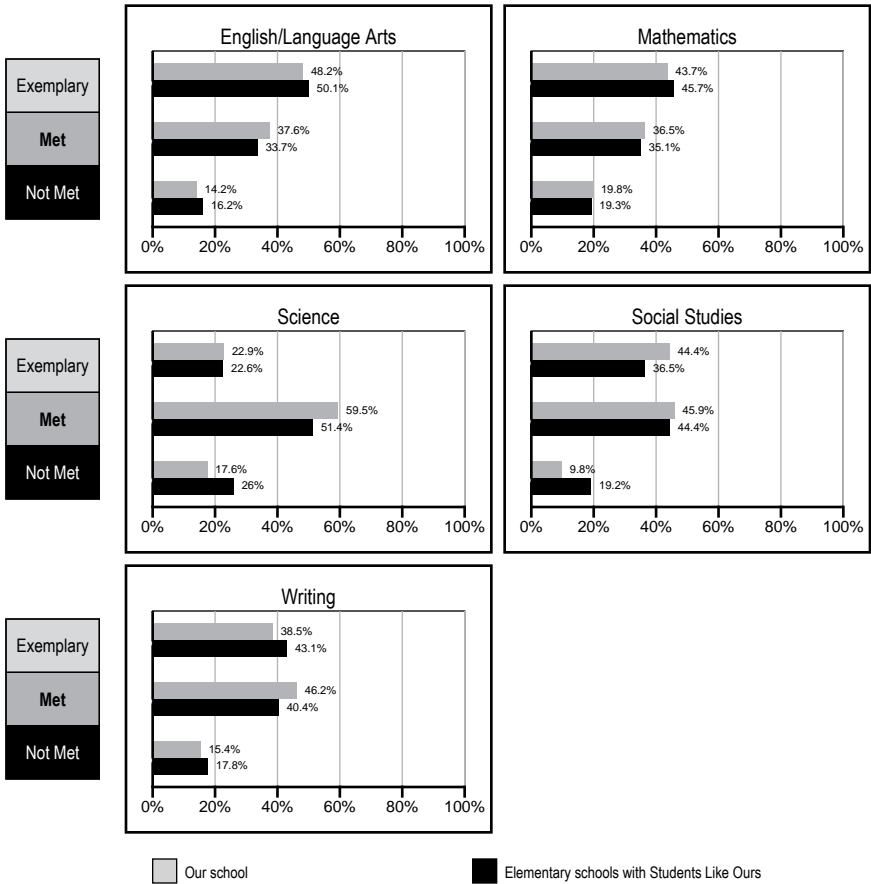
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 91%

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

Excellent	Good	Average	Below Average	At-Risk
29	31	8	1	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
<b>Students (n=431)</b>				
First graders who attended full-day kindergarten	100.0%	N/R	100.0%	100.0%
Retention rate	0.0%	N/A	0.8%	1.1%
Attendance rate	96.9%	N/A	96.3%	96.2%
Served by gifted and talented program	13.3%	N/A	20.1%	13.4%
With disabilities other than speech	6.0%	N/A	3.2%	4.1%
Older than usual for grade	0.0%	N/A	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	N/R	0.0%	0.0%
<b>Teachers (n=30)</b>				
Teachers with advanced degrees	80.0%	N/A	65.4%	62.5%
Continuing contract teachers	66.7%	N/A	90.0%	88.2%
Teachers returning from previous year	N/A	N/A	90.0%	87.8%
Teacher attendance rate	94.0%	N/R	95.0%	95.2%
Average teacher salary*	\$45,935	I/S	\$48,092	\$46,773
Professional development days/teacher	10.3 days	N/R	10.9 days	10.5 days
<b>School</b>				
Principal's years at school	1.0	N/R	4.0	4.0
Student-teacher ratio in core subjects	18.1 to 1	N/R	20.8 to 1	19.9 to 1
Prime instructional time	90.6%	N/R	90.3%	90.4%
Opportunities in the arts	Good	N/R	Good	Good
SACS accreditation	Yes	N/R	Yes	Yes
Parents attending conferences	100.0%	N/R	100.0%	100.0%
Character development program	Excellent	N/R	Excellent	Excellent
Dollars spent per pupil**	N/A	N/A	\$6,878	\$7,447
Percent of expenditures for instruction**	N/A	N/A	69.4%	68.4%
Percent of expenditures for teacher salaries**	N/A	N/A	67.0%	65.8%

\* 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

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	25	65	47
Percent satisfied with learning environment	92.0%	92.3%	86.7%
Percent satisfied with social and physical environment	96.0%	90.8%	80.4%
Percent satisfied with school-home relations	96.0%	89.1%	77.8%

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

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No Child Left Behind

School Adequate Yearly Progress

YES

This school met 17 out of 17 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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	1.1%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	7.6%	0.0%	No
Student attendance rate	96.9%	94.0%**	Yes

\* Or greater than last year

Abbreviations for Missing Data

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**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	211	100	14.1	37.2	48.7	93	83.8	82.4	Yes	Yes
<b>Gender</b>										
Male	111	100	21.6	35.3	43.1	89.2	79.2	78.7	N/A	N/A
Female	100	100	6.2	39.2	54.6	96.9	88.7	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	108	100	7.8	31.4	60.8	98	93.4	88.9	Yes	Yes
African American	96	100	20.9	42.9	36.3	87.9	79.1	72.9	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	95.6	93	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	78.8	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	92.9	83	I/S	I/S
<b>Disability Status</b>										
Disabled	34	100	50	37.5	12.5	68.8	47.8	48.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	81.6	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	97	100	20.7	45.7	33.7	87	75.6	75.4	Yes	Yes

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

All Students	211	100	19.6	36.7	43.7	86.4	81.7	81.9	Yes	Yes
<b>Gender</b>										
Male	111	100	21.6	31.4	47.1	83.3	79.1	79.9	N/A	N/A
Female	100	100	17.5	42.3	40.2	89.7	84.4	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	108	100	9.8	36.3	53.9	93.1	93.5	88.9	Yes	Yes
African American	96	100	29.7	37.4	33	80.2	75.7	71.4	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	95.3	94.6	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	78	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	92.9	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	34	100	56.3	34.4	9.4	53.1	45.8	47.3	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	82.8	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	97	100	29.3	47.8	22.8	82.6	72.7	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
<b>Science</b>								
All Students	142	100	17.3	58.6	24.1	82.7	71	68.6
<b>Gender</b>								
Male	80	100	23.3	52.1	24.7	76.7	69.9	68.3
Female	62	100	10	66.7	23.3	90	72.2	68.9
<b>Racial/Ethnic Group</b>								
White	70	100	10.8	61.5	27.7	89.2	90	80.7
African American	69	100	24.6	56.9	18.5	75.4	61.9	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.2	85.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	65	61.6
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	I/S	70.8
<b>Disability Status</b>								
Disabled	26	100	66.7	16.7	16.7	33.3	36.4	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
<b>English Proficiency</b>								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	73.2	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	64	100	26.7	60	13.3	73.3	57.5	57.3
<b>Social Studies</b>								
All Students	144	100	9.6	45.2	45.2	90.4	76.5	72.5
<b>Gender</b>								
Male	76	100	10.1	39.1	50.7	89.9	74.4	72
Female	68	100	9.1	51.5	39.4	90.9	78.6	73.1
<b>Racial/Ethnic Group</b>								
White	73	100	4.3	42	53.6	95.7	89.3	81
African American	66	100	14.5	48.4	37.1	85.5	69.9	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	92.7	89
Hispanic	4	I/S	I/S	I/S	I/S	I/S	71.8	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	73.5
<b>Disability Status</b>								
Disabled	21	100	35	45	20	65	42.3	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
<b>English Proficiency</b>								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	76	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	67	100	12.5	62.5	25	87.5	65.7	62.9

Abbreviations for Missing Data

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**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
<b>Writing</b>										
All Students	68	100	15.4	46.2	38.5	84.6	75.5	73.2	96.9	97.2
<b>Gender</b>										
Male	36	100	22.9	48.6	28.6	77.1	68.9	67.2	96.7	97.2
Female	32	100	6.7	43.3	50	93.3	82.2	79.4	97.1	97.3
<b>Racial/Ethnic Group</b>										
White	33	100	6.3	46.9	46.9	93.8	88.7	81.5	96.8	97
African American	32	100	23.3	46.7	30	76.7	69.1	61.3	97.1	97.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	90.8	87	99.5	97.7
Hispanic	2	I/S	I/S	I/S	I/S	I/S	69.2	66.7	94	96.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2	94.8	96.8
<b>Disability Status</b>										
Disabled	12	100	63.6	27.3	9.1	36.4	27	26	96.2	96.5
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	99.6
<b>English Proficiency</b>										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	72.5	65.7	93.5	97.2
<b>Socio-Economic Status</b>										
Subsidized meals	30	100	14.3	53.6	32.1	85.7	64.6	63.2	96.1	96.8

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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>2010</b>	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	68	100	12.3	24.6	63.1	87.7
	4	75	100	17.4	29	53.6	82.6
	5	68	100	12.3	58.5	29.2	87.7
	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>Mathematics</b>							
<b>2010</b>	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	68	100	21.5	30.8	47.7	78.5
	4	75	100	7.2	40.6	52.2	92.8
	5	68	100	30.8	38.5	30.8	69.2
	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>Science</b>							
<b>2010</b>	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	34	100	30.3	39.4	30.3	69.7
	4	75	100	10.1	63.8	26.1	89.9
	5	33	100	19.4	67.7	12.9	80.6
	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

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
<b>Social Studies</b>							
<b>2010</b>	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	34	100	6.3	37.5	56.3	93.8
	4	75	100	7.2	44.9	47.8	92.8
	5	35	100	17.6	52.9	29.4	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
<b>Writing</b>							
<b>2010</b>	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
<b>2011</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	68	100	15.4	46.2	38.5	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

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