



Langford Elementary

480 Langford Road
Blythewood, SC 29016

Grades	PK-5 Elementary School	
Enrollment	506 Students	
Principal	Kaseena Jackson	803-691-4091
Superintendent	Katie Brochu	803-787-1910
Board Chair	The Honorable William R.	803-736-0015

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Good	Below Average
2012	Good	Good
2011	Excellent	Good
2010	N/A	N/A
2009	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://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

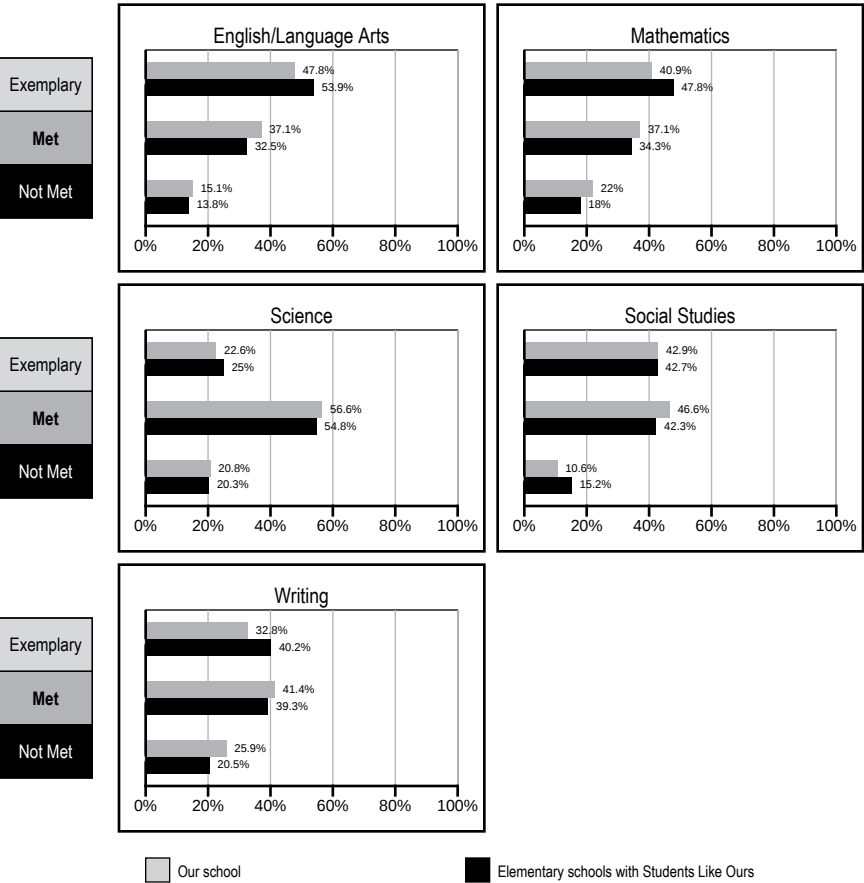
94.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
40	25	4	0	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
Students (n=506)				
First graders who attended full-day kindergarten	82.7%	Down from 100.0%	100.0%	100.0%
Retention rate	0.4%	Up from 0.2%	0.8%	0.9%
Attendance rate	96.7%	Down from 97.1%	96.6%	96.3%
Served by gifted and talented program	7.9%	N/A	10.0%	7.2%
With disabilities	17.7%	N/A	11.3%	12.4%
Older than usual for grade	0.7%	N/A	1.4%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Up from 0.0%	0.0%	0.0%
Teachers (n=40)				
Teachers with advanced degrees	75.0%	Down from 80.6%	63.9%	62.5%
Continuing contract teachers	80.0%	Down from 80.6%	83.3%	83.3%
Teachers returning from previous year	N/A	N/A	89.7%	88.3%
Teacher attendance rate	96.6%	Up from 96.0%	95.3%	95.0%
Average teacher salary*	\$49,245	Up 3.4%	\$49,235	\$48,193
Professional development days/teacher	3.3 days	Up from 1.3 days	11.0 days	11.0 days
School				
Principal's years at school	1.0	Down from 2.0	4.0	4.0
Student-teacher ratio in core subjects	20.0 to 1	Up from 19.5 to 1	20.7 to 1	20.1 to 1
Prime instructional time	91.4%	N/R	90.7%	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	Average	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$9,266	Down 13.0%	\$6,888	\$7,364
Percent of expenditures for instruction**	48.0%	Down from 48.1%	69.0%	68.0%
Percent of expenditures for teacher salaries**	46.0%	Down from 46.8%	67.5%	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

Langford Elementary is located in Blythewood, SC, which is a rural area of Richland School District Two. We pride ourselves on providing a safe, nurturing and challenging environment for all students. We are fortunate to have exceptional teachers who differentiate instruction and design engaging lessons with their students in mind. Our students are provided rich opportunities through real world experiences that help them demonstrate remarkable academic success. Children giving their best EFFORT is a daily expectation of our academically focused school environment.

Langford Elementary was awarded the Palmetto Silver Award for the 2012-2013 school year for Academic Performance.

We have an involved SIC and PTO which work collaboratively to help create an inviting and exciting school culture by sponsoring Lab Fest, Career Day and Dog Bones For Success. We commend our parents, teachers, and students for their successes in making Langford a wonderful place for learning.

Terri Sheppard, Chairman
Kaseena Jackson, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	32	75	58
Percent satisfied with learning environment	93.7%	94.7%	82.8%
Percent satisfied with social and physical environment	100.1%	93.4%	91.4%
Percent satisfied with school-home relations	93.8%	93.4%	82.7%

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

Abbreviations for Missing Data

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.

Overall Weighted Points Total	97.4
Overall Grade Conversion	A

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

Langford Elementary 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

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	3.5%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	2.8%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.7%	0.0%	No
Student attendance rate	96.7%	94.0%*	Yes

* Or greater than last year

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	668.1	655.5	635.8	662.2	99.2	99.6
Male	663.1	656.6	637.2	665.5	99.3	100.0
Female	674.4	654.0	633.8	657.7	99.1	99.1
White	682.1	671.6	650.5	677.0	100.0	100.0
African American	656.1	639.6	619.4	648.5	99.2	99.2
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	638.6	638.0	614.8	659.0	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	651.1	639.6	619.6	643.4	100.0	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0

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							
2012	3	81	100	13.2	21.1	65.8	86.8
	4	72	100	10	38.6	51.4	90
	5	80	100	19.2	43.6	37.2	80.8
	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
2013	3	74	100	13	27.5	59.4	87
	4	93	97.9	17	37.5	45.5	83
	5	83	100	14.3	46.8	39	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
Mathematics							
2012	3	81	100	28.9	27.6	43.4	71.1
	4	72	100	7.1	42.9	50	92.9
	5	80	100	16.7	47.4	35.9	83.3
	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
2013	3	74	100	24.6	31.9	43.5	75.4
	4	93	98.9	22.5	34.8	42.7	77.5
	5	83	100	20.8	44.2	35.1	79.2
	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
Science							
2012	3	39	100	21.6	37.8	40.5	78.4
	4	72	100	20	74.3	5.7	80
	5	41	100	20	62.5	17.5	80
	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
2013	3	36	100	17.6	61.8	20.6	82.4
	4	93	98.9	22.5	52.8	24.7	77.5
	5	42	100	18.4	63.2	18.4	81.6
	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
Social Studies							
2012	3	42	97.6	10.5	50	39.5	89.5
	4	72	100	21.4	45.7	32.9	78.6
	5	39	100	10.5	50	39.5	89.5
	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
2013	3	38	100	17.1	45.7	37.1	82.9
	4	93	98.9	5.6	46.1	48.3	94.4
	5	41	100	20.5	46.2	33.3	79.5
	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
Writing							
2012	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	80	98.8	29.5	38.5	32.1	70.5
	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
2013	3	74	96	32.8	37.3	29.9	67.2
	4	92	98.9	21.8	40.2	37.9	78.2
	5	81	100	23.4	46.8	29.9	76.6
	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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