SPSF SCHOOL PERFORMANCE AND SUPPORT FRAMEWORK
VIRGINIA DEPARTMENT OF EDUCATION

School Summary Report 2025

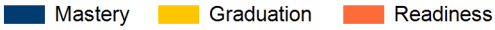
Langley High
Fairfax County

Performance Category	Accreditation Designation	Federal Identification Status
Distinguished	Fully Accredited	No Identification

Learn more about the School Quality Profiles

This report helps families, teachers, principals, and community members understand how well their school is performing. It shares student performance in reading, math, and science, along with other important factors that affect school quality, such as student attendance.

Overall School Performance



Mastery: 48.8 / 50 pts Graduation: 14.8 / 15 pts Readiness: 35.5 / 35 pts Total: 99.2 / 100 pts

*If a school is missing one or more indicators because the number of students in a group was less than 15, then the weight for the missing indicator(s) is reallocated to the other indicators and may increase the component's score above the model weight. **Schools that are federally identified as Targeted or Additional Targeted Support and Improvement (TSI/ATSI) will have their performance category lowered by one level (8VAC20-132-270. F). *** The "<" symbol used in the Indicator tables represents too few students in a group to evaluate.

The School Performance and Support Framework has an overall rating based on points earned in the categories below.

1. Mastery 2. Graduation 3. Readiness

These factors are weighted and combined to place each school in one of four performance categories:

Performance Category	Point Range
Distinguished	90–100
On Track	80–89
Off Track	65–79
Needs Intensive Support	< 65

Take Action! How Can You Support Your Child's Learning?

Talk to your student's teacher, counselor, or principal about ways to support your student and school, and to learn about your school. You will learn ways to celebrate and support areas of success and meet any needs identified in this report.

Road to Readiness
Resources for Families

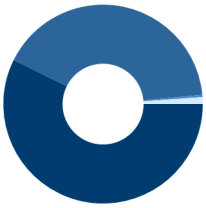
Mastery Indicators:

Reflect how students are meeting academic and English language proficiency standards.
Factors that make up performance scores include Standards of Learning (SOL) assessments and Virginia Alternative Assessment Program (VAAP) tests in Reading, Mathematics, and Science. English Learner (EL) progress is measured by annual growth on the WIDA ACCESS assessment, which tracks proficiency in listening, speaking, reading, and writing.

Reading Performance

Indicator Score: 16.96 out of 15 pts

All Students	Percentage
Pass/Advanced	57.30%
Pass/Proficient	41.17%
Fail/Basic	0.37%
Score of Zero	1.13%



Mastery Index Performance by Percent for each Student Group

All Students	113.09%
Asian	114.46%
Black	<
Hispanic	109.14%
White	112.45%
Multiple Races	117.18%
Economically Disadvantaged	100.92%
English Learners	100.00%
Students with Disabilities	102.08%

Math Performance

Indicator Score: 14.77 out of 15 pts

All Students	Percentage
Pass/Advanced	24.65%
Pass/Proficient	66.34%
Fail/Basic	1.76%
Score of Zero	7.24%

Mastery Index Performance by Percent for each Student Group

All Students	98.48%
Asian	95.29%
Black	<
Hispanic	104.48%
White	99.42%
Multiple Races	100.80%
Economically Disadvantaged	90.74%
English Learners	103.00%
Students with Disabilities	96.52%

Science Performance

Indicator Score: 10.81 out of 10 pts

All Students	Percentage
Pass/Advanced	35.91%
Pass/Proficient	61.30%
Fail/Does not Meet	2.57%
Score of Zero	0.19%

Mastery Index Performance by Percent for each Student Group

All Students	108.13%
Asian	110.02%
Black	<
Hispanic	104.05%
White	107.57%
Multiple Races	109.37%
Economically Disadvantaged	100.96%
English Learners	97.50%
Students with Disabilities	102.08%

English Learner (EL) Progress

Indicator Score: 6.31 out of 10 pts

All Students	Percentage
Progress	63.15%
No Progress	36.85%

Progress Rate by Student Group

All Students	63.15%
Asian	<
Black	<
Hispanic	<
White	<
Multiple Races	<
Economically Disadvantaged	<
English Learners	63.15%
Students with Disabilities	<

Graduation Indicators:

Reflect how students are fulfilling graduation requirements.

The 4-Year Graduation Indicator is a federal requirement and reflects the percent of students who graduated within 4 years of entering high school with an Advanced, Standard, or International Baccalaureate (IB) diploma. Non-graduates are those who did not complete one of these diploma types within four years.

4-Year Federal Graduation Indicator

Indicator Score: 14.85 out of 15 pts

All Students	Percentage
Advanced	86.16%
Standard	12.89%
IB Diploma	
Non-graduates	0.93%

Graduation Rates by Student Group

All Students	99.06%
Asian	99.44%
Black	<
Hispanic	100.00%
White	98.50%
Multiple Races	100.00%
Economically Disadvantaged	92.59%
English Learners	92.59%
Students with Disabilities	94.44%

Readiness Indicators: Reflect how schools are preparing students for what's next.

The 6-year Federal Graduation Indicator reflects the percentage of students who graduate within six years of entering high school and includes students with the Applied Studies Diploma. The Chronic Absenteeism Indicator is the percentage of students who miss 10 percent or more of the school year for any reason.

6-Year Federal Graduation Indicator

Indicator Score: 4.99 out of 5 pts

All Students	Percentage
Advanced(6Y)	81.08%
Standard(6Y)	18.14%
IB Diploma(6Y)	
Non-graduates(6Y)	0.19%
Applied Studies(6Y)	0.57%

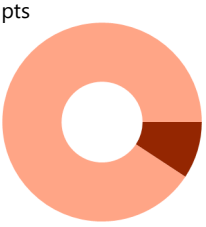
Graduation Rates by Student Group

All Students	99.80%
Asian	100.00%
Black	<
Hispanic	100.00%
White	99.66%
Multiple Races	100.00%
Economically Disadvantaged	96.00%
English Learners	100.00%
Students with Disabilities	97.05%

Chronic Absenteeism

Indicator Score: 4.49 out of 5 pts

All Students	Percentage
Missed Above 10%	10.06%
Missed Below 10%	89.93%



Percent of Chronic Absenteeism by Student Group

All Students	10.06%
Asian	8.33%
Black	9.43%
Hispanic	12.73%
White	11.12%
Multiple Races	7.64%
Economically Disadvantaged	23.33%
English Learners	18.85%
Students with Disabilities	18.18%

Readiness Indicators: Reflect how schools are preparing students for what's next.

The 3E Readiness Framework focuses on students graduating high school ready for Enrollment, Employment, and/or Enlistment. Each of the 3E Readiness indicators includes an index assigning value to opportunities based on the rigor of the experience as it translates to postsecondary outcomes, based on workforce, military, and educational attainment:

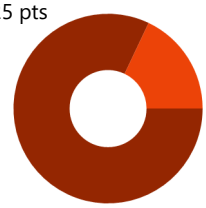
• Enrollment- transferable post-secondary credits, either through dual enrollment (DE) or accelerated, rigorous college credit-bearing coursework through programs such as Advanced Placement (AP) or International Baccalaureate (IB).
• Employment- CTE (Career and Technical Education) completion of a sequence of courses, high-demand industry recognized credentials for employment, and high-quality work-based learning (WBL).
• Enlistment- military preparation based on performance (AFQT Score) on the ASVAB (Armed Services Vocational Aptitude Battery).

The percents shown in the Indicators below are based on the number of students who earned points in each area based on the criteria for each section.
Visit this site to learn more about the full criteria and point values for the 3E Readiness Framework

3E Readiness

Indicator Score: 26.02 out of 25 pts

All Students	Percentage
Enrollment	82.05%
Employment	17.94%
Enlistment	0.00%



Percent of Performance by Student Group

All Students	104.08%
Asian	108.80%
Black	<
Hispanic	92.44%
White	103.30%
Multiple Races	110.15%
Economically Disadvantaged	102.00%
English Learners	61.95%
Students with Disabilities	57.85%

3E Readiness - Enrollment

Percent of students earning points based on the Enrollment criteria

All Students	Percentage
Associate's Degree	
3+ AP/IB Exams or DE	82.14%
1-2 AP/IB Exams or DE	13.23%
Complete AP/IB Exams or DE	4.62%

3E Readiness - Employment

Percent of students earning points based on the Employment criteria

All Students	Percentage
CTE, High Demand, & WBL	10.61%
CTE & High Demand Credential	40.70%
CTE & Industry Credential	34.51%
CTE & Work-based Learning	14.15%

3E Readiness - Enlistment

Percent of students earning points based on the Enlistment criteria

All Students	Percentage

No Data Available