# School Renewal Plan Cover Page

## Renewal Plan for 5 Year Cycle: 2018/19 to 2023/24
## Upcoming School Year: 2023/24

| | |
|---|---|
| **School Name:** | Lexington High |
| **SIDN:** | 3201003 |
| **Plan Submission:** | School utilizes Cognia |
| **Grade Span:** | 9 To 12 |
| **District:** | Lexington 01 |
| **Address 1:** | |
| **Address 2:** | |
| **City:** | Lexington, SC |
| **Zip Code:** | 29072 |
| **School Renewal Plan Contact Person:** | Ryan Pool, Principal |
| **School Plan Contact Phone:** | 803-821-3400 |
| **School Plan E-mail Address:** | rtpool@lexington1.net |

### Required Signature Page

The school renewal plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

### Assurances for the School Renewal Plans

The assurance pages following this page have been completed and the district superintendent§s and school principal§s signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 assurance pages.

### Required Printed Names and Signatures

| | | |
|---|---|---|
| ***Superintendent*** | | |
| Dr. Gerritta Postlewait<br>Printed Name | Gerritta Postlewait<br>Signature | 4-11-23<br>Date |
| ***Principal*** | | |
| Dr. Ryan Pool<br>Printed Name | <br>Signature | 3-10-23<br>Date |
| ***Chairperson, District Board of Trustees*** | | |
| Ann Marie Green<br>Printed Name | Ann Marie Green<br>Signature | 4-11-23<br>Date |
| ***Chairperson, School Improvement Council*** | | |
| Lisa Catalanotto<br>Printed Name | Lisa H. Catalanotto<br>Signature | 3/10/2023<br>Date |
| ***School Read To Succeed Literacy Leadership Team Lead*** | | |
| Deborah Oswald<br>Printed Name | Deborah Oswald<br>Signature | 3-10-23<br>Date |

# Assurances for School Renewal Plan

**Assurances checked below, along with the signature page signed by the superintendent and school principal, attest that the school complies with all applicable regulatory and statutory requirements listed.**

| | |
|---|---|
| **Early Childhood Development and Academic Assistance Act (Act 135) Assurances**<br>(S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004)) | |
| N/A | **Academic Assistance, PreK–3**<br>The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation). |
| Yes | **Academic Assistance, Grades 4–12**<br>The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation). |
| Yes | **Parent Involvement**<br>The school encourages and assists parents in becoming more involved in their children's education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child's individual test results and an interpretation of the results; providing parents with information on the district's curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal's and superintendent's evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children. |
| Yes | **Staff Development**<br>The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised Standards for Staff Development. |
| Yes | **Technology**<br>The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning. |
| Yes | **Innovation**<br>The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. |
| Yes | **Collaboration**<br>The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system). |

| | |
|---|---|
| N/A | **Developmental Screening**<br>The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location. |
| N/A | **Half-Day Child Development**<br>The school provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools. |
| N/A | **Developmentally Appropriate Curriculum for PreK–3**<br>The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context. |
| Yes | **Parenting and Family Literacy**<br>The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening. |
| Yes | **Recruitment**<br>The district makes special and intensive efforts to **recruit** and **give priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect. |
| Yes | **Coordination of Act 135 Initiatives with Other Federal, State, and District Programs**<br>The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities. |

# Stakeholder Involvement for School Renewal Plan

List the name of persons who were involved in the development of the School Renewal Plan.
A participant for each numbered position is required.

| | Position | Name |
|---|---|---|
| 1. | **Principal** | Dr. Ryan Pool |
| 2. | **Teacher** | Meg Greathouse |
| 3. | **Parent/Guardian** | Kristi Harmon |
| 4. | **Community Member** | Michael Tucker |
| 5. | **Paraprofessional** | Lori Dotterer |
| 6. | **School Improvement Council Member** | Lisa Catalanotto |
| 7. | **Read to Succeed Reading Coach** | NA |
| 8. | **School Read To Succeed Literacy Leadership Team Lead** | Deborah Oswald |
| 9. | **School Read To Succeed Literacy Leadership Team Member** | Cynthia Capers |
| | **OTHERS** (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.)<br>** Must include the School Literacy Leadership Team for Read to Succeed | |

## District Requested Strategic/Renewal Plan Waiver

The State Board of Education has the authority to waive regulations pursuant to (*SBE Regulation 43-261*) (C) District and School Planning which states the following:

> *Upon request of a district board of trustees or its designee, the State Board of Education may waive any regulation that would impede the implementation of an approved district strategic plan or school renewal plan.*

All waivers must be requested in writing, signed by the local superintendent, and approved by the local school board prior to being sent to State Accountability. Use the following link to obtain more information on the waiver process:
http://ed.sc.gov/districts-schools/state-accountability/waiver-requests/

| **District Wavier Requested and Approved** | **Explain how the SBE Regulation would impede the implementation of an approved district strategic or school renewal plan.** |
|---|---|
| 1. Extension for initial District Strategic and School Renewal Plans (*SBE Regulation 43-261*) | |
| 2. Teachers teaching more than 1500 minutes (*SBE Regulation 43-205*) | |
| 3. Teachers teaching more than 4 preps (*SBE Regulation 43-205*) | |
| 4. High School Principal over two schools or grades more than 9-12 (*SBE Regulation 43-205*) | |
| 5. Other (*Include the SBE Regulation number to be waived*) | Lexington County School District One received a waiver for SBE Regulations 43-231 (II), 43-232 (I), 43-234 (VI)(C)(1), 43-234 (II)(b), and 43-234 (VI)(C)(I) from the S.C. Department of Education to allow our students enrolled in Lexington District One Online Learning Academy or those taking part in the Graduation Alliance Partnership to have a flexible way to earn credits so they are not bound by seat time for grade-level promotion. This waiver affords our students throughout the system multiple pathways to accelerate learning or recover credits so they might progress on time with the requisite skills for success necessary for success in a career, the military, or school beyond the K-12 system. |
| 6. Other (*Include the SBE Regulation number to be waived*) | |

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## Lexington District One Vision

Empower each child to design the future.

## Lexington District One Mission

Our mission is to cultivate
a caring community
where ALL learners
are extraordinary communicators,
collaborators, creators and critical thinkers.

**System Commitments**

***The idea of 'system commitments' rather than strategic goals indicates that these are promises we make to ourselves, our students and our community, rather than numerical goals to check off. Annual performance goals will be driven by our commitments.***

1. All students, regardless of circumstances, advance on time, prepared to graduate and ready to enter college, the military or industry with certification.

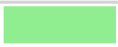
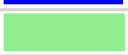
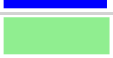
2. Teaching and learning develop power skills in all students.

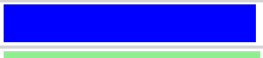
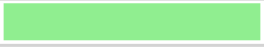
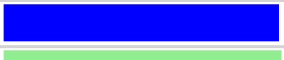
3. Our schools are service-oriented centers of learning, committed to family and community partnerships.

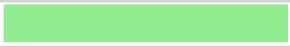
4. Every adult will be equipped with the skills and resources necessary to advocate for and ensure the success of all students.

LHS 2021-22 Report Card

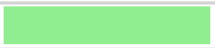
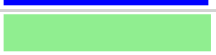
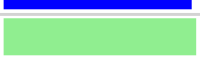
| | Year | Group | Subgroup | % | ACT % Meeting Benchmarks for Lexington High School | Number of Students |
|---|---|---|---|---|---|---|
| **All** | 2021-2022 | All | All | 16.8% | | (16 / 95) |
| | | ELL | Not ELL | 17.0% | | (16 / 94) |
| | | | ELL | 0.0% | | (0 / 1) |
| | | Gender | Female | 19.6% | | (11 / 56) |
| | | | Male | 12.8% | | (5 / 39) |
| | | InstrSetting | Not Special Ed | 17.6% | | (16 / 91) |
| | | | Special Ed | 0.0% | | (0 / 4) |
| | | Race | Black / Latinx | 16.7% | | (3 / 18) |
| | | | White / Other | 16.9% | | (13 / 77) |
| | 2020-2021 | All | All | 27.0% | | (31 / 115) |
| | | ELL | Not ELL | 27.2% | | (31 / 114) |
| | | | ELL | 0.0% | | (0 / 1) |
| | | Gender | Female | 25.8% | | (17 / 66) |
| | | | Male | 28.6% | | (14 / 49) |
| | | InstrSetting | Not Special Ed | 28.7% | | (31 / 108) |
| | | | Special Ed | 0.0% | | (0 / 7) |
| | | Race | Black / Latinx | 14.3% | | (2 / 14) |
| | | | White / Other | 28.7% | | (29 / 101) |
| | 2019-2020 | All | All | 25.3% | | (46 / 182) |
| | | ELL | Not ELL | 25.6% | | (46 / 180) |
| | | | ELL | 0.0% | | (0 / 2) |
| | | Gender | Female | 21.3% | | (19 / 89) |
| | | | Male | 29.0% | | (27 / 93) |
| | | InstrSetting | Not Special Ed | 25.1% | | (43 / 171) |
| | | | Special Ed | 27.3% | | (3 / 11) |
| | | Race | Black / Latinx | 11.5% | | (3 / 26) |
| | | | White / Other | 27.6% | | (43 / 156) |
| | 2018-2019 | All | All | 27.0% | | (77 / 285) |
| | | ELL | Not ELL | 27.5% | | (77 / 280) |
| | | | ELL | 0.0% | | (0 / 5) |
| | | Gender | Female | 29.7% | | (43 / 145) |
| | | | Male | 24.3% | | (34 / 140) |
| | | InstrSetting | Not Special Ed | 28.0% | | (76 / 271) |
| | | | Special Ed | 7.1% | | (1 / 14) |
| | | Race | Black / Latinx | 15.9% | | (7 / 44) |
| | | | White / Other | 29.0% | | (70 / 241) |
| | 2017-2018 | All | All | 28.9% | | (69 / 239) |
| | | ELL | Not ELL | 29.1% | | (69 / 237) |
| | | | ELL | 0.0% | | (0 / 2) |

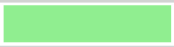
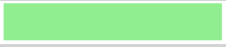
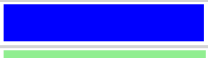
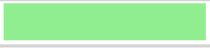
| | Year | Group | Subgroup | % | ACT % Meeting Benchmarks for Lexington High School | Number of Students |
|---|---|---|---|---|---|---|
| **All** | 2017-2018 | Gender | Female | 29.6% |  | (32 / 108) |
| | | | Male | 28.2% |  | (37 / 131) |
| | | InstrSetting | Not Special Ed | 30.2% | | (67 / 222) |
| | | | Special Ed | 11.8% | | (2 / 17) |
| | | Race | Black / Latinx | 8.8% | | (3 / 34) |
| | | | White / Other | 32.2% |  | (66 / 205) |
| | 2016-2017 | All | All | 27.2% | | (104 / 383) |
| | | ELL | Not ELL | 27.8% |  | (104 / 374) |
| | | | ELL | 0.0% | | (0 / 9) |
| | | Gender | Female | 29.1% |  | (55 / 189) |
| | | | Male | 25.3% |  | (49 / 194) |
| | | InstrSetting | Not Special Ed | 27.9% | | (104 / 373) |
| | | | Special Ed | 0.0% | | (0 / 10) |
| | | Race | Black / Latinx | 14.0% | | (6 / 43) |
| | | | White / Other | 28.8% |  | (98 / 340) |
| | 2015-2016 | All | All | 29.5% | | (114 / 387) |
| | | ELL | Not ELL | 30.0% |  | (114 / 380) |
| | | | ELL | 0.0% | | (0 / 7) |
| | | Gender | Female | 30.1% |  | (53 / 176) |
| | | | Male | 28.9% |  | (61 / 211) |
| | | InstrSetting | Not Special Ed | 32.0% | | (114 / 356) |
| | | | Special Ed | 0.0% | | (0 / 31) |
| | | Race | Black / Latinx | 9.3% | | (5 / 54) |
| | | | White / Other | 32.7% |  | (109 / 333) |
| | 2014-2015 | All | All | 25.6% | | (97 / 379) |
| | | ELL | Not ELL | 26.2% |  | (97 / 370) |
| | | | ELL | 0.0% | | (0 / 9) |
| | | Gender | Female | 26.7% |  | (52 / 195) |
| | | | Male | 24.5% |  | (45 / 184) |
| | | InstrSetting | Not Special Ed | 26.3% | | (96 / 365) |
| | | | Special Ed | 7.1% | | (1 / 14) |
| | | Race | Black / Latinx | 6.0% | | (3 / 50) |
| | | | White / Other | 28.6% |  | (94 / 329) |

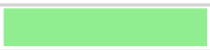
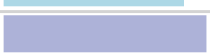
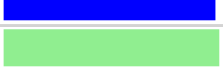
| | Year | Group | Subgroup | % | ACT % Meeting Benchmarks for Lexington High School | Number of Students |
|---|---|---|---|---|---|---|
| **English** | 2021-2022 | All | All | 52.6% | | (50 / 95) |
| | | ELL | Not ELL | 53.2% | | (50 / 94) |
| | | | ELL | 0.0% | | (0 / 1) |
| | | Gender | Female | 58.9% |  | (33 / 56) |
| | | | Male | 43.6% |  | (17 / 39) |
| | | InstrSetting | Not Special Ed | 53.8% | | (49 / 91) |
| | | | Special Ed | 25.0% | | (1 / 4) |
| | | Race | Black / Latinx | 38.9% | | (7 / 18) |
| | | | White / Other | 55.8% |  | (43 / 77) |
| | 2020-2021 | All | All | 67.0% | | (77 / 115) |
| | | ELL | Not ELL | 67.5% | | (77 / 114) |
| | | | ELL | 0.0% | | (0 / 1) |
| | | Gender | Female | 72.7% |  | (48 / 66) |
| | | | Male | 59.2% |  | (29 / 49) |
| | | InstrSetting | Not Special Ed | 70.4% | | (76 / 108) |
| | | | Special Ed | 14.3% | | (1 / 7) |
| | | Race | Black / Latinx | 42.9% | | (6 / 14) |
| | | | White / Other | 70.3% |  | (71 / 101) |
| | 2019-2020 | All | All | 61.0% | | (111 / 182) |
| | | ELL | Not ELL | 61.7% | | (111 / 180) |
| | | | ELL | 0.0% | | (0 / 2) |
| | | Gender | Female | 67.4% |  | (60 / 89) |
| | | | Male | 54.8% |  | (51 / 93) |
| | | InstrSetting | Not Special Ed | 62.6% | | (107 / 171) |
| | | | Special Ed | 36.4% | | (4 / 11) |
| | | Race | Black / Latinx | 34.6% | | (9 / 26) |
| | | | White / Other | 65.4% |  | (102 / 156) |
| | 2018-2019 | All | All | 62.3% |  | (177 / 284) |
| | | ELL | Not ELL | 63.4% |  | (177 / 279) |
| | | | ELL | 0.0% | | (0 / 5) |
| | | Gender | Female | 73.4% |  | (105 / 143) |
| | | | Male | 51.1% |  | (72 / 141) |
| | | InstrSetting | Not Special Ed | 64.8% | | (175 / 270) |
| | | | Special Ed | 14.3% | | (2 / 14) |
| | | Race | Black / Latinx | 43.2% | | (19 / 44) |
| | | | White / Other | 65.8% |  | (158 / 240) |
| | 2017-2018 | All | All | 68.1% |  | (162 / 238) |
| | | ELL | Not ELL | 68.6% | | (162 / 236) |
| | | | ELL | 0.0% | | (0 / 2) |
| | | Gender | Female | 70.1% |  | (75 / 107) |

| | Year | Group | Subgroup | % | ACT % Meeting Benchmarks for Lexington High School | Number of Students |
|---|---|---|---|---|---|---|
| **English** | 2017-2018 | Gender | Male | 66.4% |  | (87 / 131) |
| | | InstrSetting | Not Special Ed | 71.0% | | (157 / 221) |
| | | | Special Ed | 29.4% | | (5 / 17) |
| | | Race | Black / Latinx | 52.9% | | (18 / 34) |
| | | | White / Other | 70.6% |  | (144 / 204) |
| | 2016-2017 | All | All | 68.8% | | (263 / 382) |
| | | ELL | Not ELL | 70.2% |  | (262 / 373) |
| | | | ELL | 11.1% | | (1 / 9) |
| | | Gender | Female | 75.5% |  | (142 / 188) |
| | | | Male | 62.4% |  | (121 / 194) |
| | | InstrSetting | Not Special Ed | 69.9% | | (260 / 372) |
| | | | Special Ed | 30.0% | | (3 / 10) |
| | | Race | Black / Latinx | 30.2% | | (13 / 43) |
| | | | White / Other | 73.7% |  | (250 / 339) |
| | 2015-2016 | All | All | 65.8% | | (254 / 386) |
| | | ELL | Not ELL | 66.8% | | (253 / 379) |
| | | | ELL | 14.3% | | (1 / 7) |
| | | Gender | Female | 73.9% |  | (130 / 176) |
| | | | Male | 59.0% |  | (124 / 210) |
| | | InstrSetting | Not Special Ed | 69.9% | | (248 / 355) |
| | | | Special Ed | 19.4% | | (6 / 31) |
| | | Race | Black / Latinx | 46.3% | | (25 / 54) |
| | | | White / Other | 69.0% |  | (229 / 332) |
| | 2014-2015 | All | All | 69.7% | | (264 / 379) |
| | | ELL | Not ELL | 71.1% | | (263 / 370) |
| | | | ELL | 11.1% | | (1 / 9) |
| | | Gender | Female | 73.8% |  | (144 / 195) |
| | | | Male | 65.2% |  | (120 / 184) |
| | | InstrSetting | Not Special Ed | 71.0% | | (259 / 365) |
| | | | Special Ed | 35.7% | | (5 / 14) |
| | | Race | Black / Latinx | 42.0% | | (21 / 50) |
| | | | White / Other | 73.9% |  | (243 / 329) |

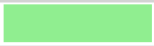
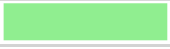
| | Year | Group | Subgroup | % | ACT % Meeting Benchmarks for Lexington High School | Number of Students |
|---|---|---|---|---|---|---|
| **Math** | 2021-2022 | All | All | 23.2% | | (22 / 95) |
| | | ELL | Not ELL | 23.4% | | (22 / 94) |
| | | | ELL | 0.0% | | (0 / 1) |
| | | Gender | Female | 23.2% | | (13 / 56) |
| | | | Male | 23.1% | | (9 / 39) |
| | | InstrSetting | Not Special Ed | 24.2% | | (22 / 91) |
| | | | Special Ed | 0.0% | | (0 / 4) |
| | | Race | Black / Latinx | 22.2% | | (4 / 18) |
| | | | White / Other | 23.4% | | (18 / 77) |
| | 2020-2021 | All | All | 37.4% | | (43 / 115) |
| | | ELL | Not ELL | 37.7% | | (43 / 114) |
| | | | ELL | 0.0% | | (0 / 1) |
| | | Gender | Female | 31.8% | | (21 / 66) |
| | | | Male | 44.9% | | (22 / 49) |
| | | InstrSetting | Not Special Ed | 39.8% | | (43 / 108) |
| | | | Special Ed | 0.0% | | (0 / 7) |
| | | Race | Black / Latinx | 21.4% | | (3 / 14) |
| | | | White / Other | 39.6% | | (40 / 101) |
| | 2019-2020 | All | All | 36.8% | | (67 / 182) |
| | | ELL | Not ELL | 36.7% | | (66 / 180) |
| | | | ELL | 50.0% | | (1 / 2) |
| | | Gender | Female | 32.6% | | (29 / 89) |
| | | | Male | 40.9% | | (38 / 93) |
| | | InstrSetting | Not Special Ed | 37.4% | | (64 / 171) |
| | | | Special Ed | 27.3% | | (3 / 11) |
| | | Race | Black / Latinx | 26.9% | | (7 / 26) |
| | | | White / Other | 38.5% | | (60 / 156) |
| | 2018-2019 | All | All | 36.9% | | (106 / 287) |
| | | ELL | Not ELL | 37.6% | | (106 / 282) |
| | | | ELL | 0.0% | | (0 / 5) |
| | | Gender | Female | 40.8% | | (60 / 147) |
| | | | Male | 32.9% | | (46 / 140) |
| | | InstrSetting | Not Special Ed | 38.5% | | (105 / 273) |
| | | | Special Ed | 7.1% | | (1 / 14) |
| | | Race | Black / Latinx | 20.5% | | (9 / 44) |
| | | | White / Other | 39.9% | | (97 / 243) |
| | 2017-2018 | All | All | 44.4% | | (106 / 239) |
| | | ELL | Not ELL | 44.3% | | (105 / 237) |
| | | | ELL | 50.0% | | (1 / 2) |
| | | Gender | Female | 44.9% | | (48 / 107) |

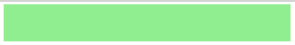
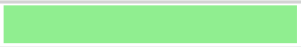
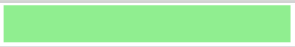
| | Year | Group | Subgroup | % | ACT % Meeting Benchmarks for Lexington High School | Number of Students |
|---|---|---|---|---|---|---|
| **Math** | 2017-2018 | Gender | Male | 43.9% |  | (58 / 132) |
| | | InstrSetting | Not Special Ed | 46.8% | | (104 / 222) |
| | | | Special Ed | 11.8% | | (2 / 17) |
| | | Race | Black / Latinx | 29.4% | | (10 / 34) |
| | | | White / Other | 46.8% |  | (96 / 205) |
| | 2016-2017 | All | All | 50.1% | | (192 / 383) |
| | | ELL | Not ELL | 51.1% |  | (191 / 374) |
| | | | ELL | 11.1% | | (1 / 9) |
| | | Gender | Female | 51.9% |  | (98 / 189) |
| | | | Male | 48.5% |  | (94 / 194) |
| | | InstrSetting | Not Special Ed | 51.5% | | (192 / 373) |
| | | | Special Ed | 0.0% | | (0 / 10) |
| | | Race | Black / Latinx | 25.6% | | (11 / 43) |
| | | | White / Other | 53.2% |  | (181 / 340) |
| | 2015-2016 | All | All | 50.6% | | (196 / 387) |
| | | ELL | Not ELL | 51.3% |  | (195 / 380) |
| | | | ELL | 14.3% | | (1 / 7) |
| | | Gender | Female | 49.4% |  | (87 / 176) |
| | | | Male | 51.7% |  | (109 / 211) |
| | | InstrSetting | Not Special Ed | 54.9% | | (195 / 355) |
| | | | Special Ed | 3.1% | | (1 / 32) |
| | | Race | Black / Latinx | 29.6% | | (16 / 54) |
| | | | White / Other | 54.1% |  | (180 / 333) |
| | 2014-2015 | All | All | 46.4% | | (176 / 379) |
| | | ELL | Not ELL | 47.6% |  | (176 / 370) |
| | | | ELL | 0.0% | | (0 / 9) |
| | | Gender | Female | 44.1% |  | (86 / 195) |
| | | | Male | 48.9% |  | (90 / 184) |
| | | InstrSetting | Not Special Ed | 47.7% | | (174 / 365) |
| | | | Special Ed | 14.3% | | (2 / 14) |
| | | Race | Black / Latinx | 20.0% | | (10 / 50) |
| | | | White / Other | 50.5% |  | (166 / 329) |

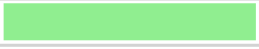
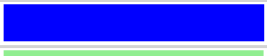
| | Year | Group | Subgroup | % | ACT % Meeting Benchmarks for Lexington High School | Number of Students |
|---|---|---|---|---|---|---|
| **Reading** | 2021-2022 | All | All | 41.1% | | (39 / 95) |
| | | ELL | Not ELL | 41.5% |  | (39 / 94) |
| | | | ELL | 0.0% | | (0 / 1) |
| | | Gender | Female | 44.6% |  | (25 / 56) |
| | | | Male | 35.9% |  | (14 / 39) |
| | | InstrSetting | Not Special Ed | 42.9% | | (39 / 91) |
| | | | Special Ed | 0.0% | | (0 / 4) |
| | | Race | Black / Latinx | 33.3% | | (6 / 18) |
| | | | White / Other | 42.9% |  | (33 / 77) |
| | 2020-2021 | All | All | 44.3% | | (51 / 115) |
| | | ELL | Not ELL | 44.7% | | (51 / 114) |
| | | | ELL | 0.0% | | (0 / 1) |
| | | Gender | Female | 50.0% |  | (33 / 66) |
| | | | Male | 36.7% |  | (18 / 49) |
| | | InstrSetting | Not Special Ed | 47.2% | | (51 / 108) |
| | | | Special Ed | 0.0% | | (0 / 7) |
| | | Race | Black / Latinx | 28.6% | | (4 / 14) |
| | | | White / Other | 46.5% |  | (47 / 101) |
| | 2019-2020 | All | All | 53.3% | | (97 / 182) |
| | | ELL | Not ELL | 53.9% |  | (97 / 180) |
| | | | ELL | 0.0% | | (0 / 2) |
| | | Gender | Female | 56.2% |  | (50 / 89) |
| | | | Male | 50.5% |  | (47 / 93) |
| | | InstrSetting | Not Special Ed | 54.4% | | (93 / 171) |
| | | | Special Ed | 36.4% | | (4 / 11) |
| | | Race | Black / Latinx | 42.3% | | (11 / 26) |
| | | | White / Other | 55.1% |  | (86 / 156) |
| | 2018-2019 | All | All | 50.5% | | (145 / 287) |
| | | ELL | Not ELL | 51.1% | | (144 / 282) |
| | | | ELL | 20.0% | | (1 / 5) |
| | | Gender | Female | 58.2% |  | (85 / 146) |
| | | | Male | 42.6% |  | (60 / 141) |
| | | InstrSetting | Not Special Ed | 52.7% | | (144 / 273) |
| | | | Special Ed | 7.1% | | (1 / 14) |
| | | Race | Black / Latinx | 36.4% | | (16 / 44) |
| | | | White / Other | 53.1% |  | (129 / 243) |
| | 2017-2018 | All | All | 49.6% |  | (118 / 238) |
| | | ELL | Not ELL | 50.0% |  | (118 / 236) |
| | | | ELL | 0.0% | | (0 / 2) |
| | | Gender | Female | 54.2% |  | (58 / 107) |

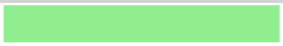
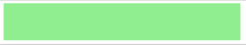
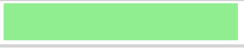
| | Year | Group | Subgroup | % | ACT % Meeting Benchmarks for Lexington High School | Number of Students |
|---|---|---|---|---|---|---|
| **Reading** | 2017-2018 | Gender | Male | 45.8% |  | (60 / 131) |
| | | InstrSetting | Not Special Ed | 52.5% | | (116 / 221) |
| | | | Special Ed | 11.8% | | (2 / 17) |
| | | Race | Black / Latinx | 35.3% | | (12 / 34) |
| | | | White / Other | 52.0% |  | (106 / 204) |
| | 2016-2017 | All | All | 49.1% | | (188 / 383) |
| | | ELL | Not ELL | 50.3% |  | (188 / 374) |
| | | | ELL | 0.0% | | (0 / 9) |
| | | Gender | Female | 53.7% |  | (101 / 188) |
| | | | Male | 44.6% |  | (87 / 195) |
| | | InstrSetting | Not Special Ed | 50.1% |  | (187 / 373) |
| | | | Special Ed | 10.0% | | (1 / 10) |
| | | Race | Black / Latinx | 23.3% | | (10 / 43) |
| | | | White / Other | 52.4% |  | (178 / 340) |
| | 2015-2016 | All | All | 52.3% | | (203 / 388) |
| | | ELL | Not ELL | 53.3% |  | (203 / 381) |
| | | | ELL | 0.0% | | (0 / 7) |
| | | Gender | Female | 62.1% |  | (110 / 177) |
| | | | Male | 44.1% |  | (93 / 211) |
| | | InstrSetting | Not Special Ed | 56.2% |  | (200 / 356) |
| | | | Special Ed | 9.4% | | (3 / 32) |
| | | Race | Black / Latinx | 37.0% | | (20 / 54) |
| | | | White / Other | 54.8% | | (183 / 334) |
| | 2014-2015 | All | All | 49.6% |  | (188 / 379) |
| | | ELL | Not ELL | 50.8% | | (188 / 370) |
| | | | ELL | 0.0% | | (0 / 9) |
| | | Gender | Female | 52.8% |  | (103 / 195) |
| | | | Male | 46.2% |  | (85 / 184) |
| | | InstrSetting | Not Special Ed | 50.7% |  | (185 / 365) |
| | | | Special Ed | 21.4% | | (3 / 14) |
| | | Race | Black / Latinx | 24.0% | | (12 / 50) |
| | | | White / Other | 53.5% | | (176 / 329) |

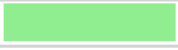
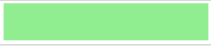
| | Year | Group | Subgroup | % | ACT % Meeting Benchmarks for Lexington High School | Number of Students |
|---|---|---|---|---|---|---|
| **Science** | 2021-2022 | All | All | 29.5% | | (28 / 95) |
| | | ELL | Not ELL | 29.8% | | (28 / 94) |
| | | | ELL | 0.0% | | (0 / 1) |
| | | Gender | Female | 28.6% | | (16 / 56) |
| | | | Male | 30.8% | | (12 / 39) |
| | | InstrSetting | Not Special Ed | 30.8% | | (28 / 91) |
| | | | Special Ed | 0.0% | | (0 / 4) |
| | | Race | Black / Latinx | 27.8% | | (5 / 18) |
| | | | White / Other | 29.9% | | (23 / 77) |
| | 2020-2021 | All | All | 36.5% | | (42 / 115) |
| | | ELL | Not ELL | 36.8% | | (42 / 114) |
| | | | ELL | 0.0% | | (0 / 1) |
| | | Gender | Female | 34.8% | | (23 / 66) |
| | | | Male | 38.8% | | (19 / 49) |
| | | InstrSetting | Not Special Ed | 38.0% | | (41 / 108) |
| | | | Special Ed | 14.3% | | (1 / 7) |
| | | Race | Black / Latinx | 14.3% | | (2 / 14) |
| | | | White / Other | 39.6% | | (40 / 101) |
| | 2019-2020 | All | All | 36.3% | | (66 / 182) |
| | | ELL | Not ELL | 36.7% | | (66 / 180) |
| | | | ELL | 0.0% | | (0 / 2) |
| | | Gender | Female | 31.5% | | (28 / 89) |
| | | | Male | 40.9% | | (38 / 93) |
| | | InstrSetting | Not Special Ed | 36.3% | | (62 / 171) |
| | | | Special Ed | 36.4% | | (4 / 11) |
| | | Race | Black / Latinx | 15.4% | | (4 / 26) |
| | | | White / Other | 39.7% | | (62 / 156) |
| | 2018-2019 | All | All | 42.7% | | (123 / 288) |
| | | ELL | Not ELL | 43.5% | | (123 / 283) |
| | | | ELL | 0.0% | | (0 / 5) |
| | | Gender | Female | 50.3% | | (74 / 147) |
| | | | Male | 34.8% | | (49 / 141) |
| | | InstrSetting | Not Special Ed | 44.5% | | (122 / 274) |
| | | | Special Ed | 7.1% | | (1 / 14) |
| | | Race | Black / Latinx | 20.5% | | (9 / 44) |
| | | | White / Other | 46.7% | | (114 / 244) |
| | 2017-2018 | All | All | 41.8% | | (100 / 239) |
| | | ELL | Not ELL | 41.8% | | (99 / 237) |
| | | | ELL | 50.0% | | (1 / 2) |
| | | Gender | Female | 40.7% | | (44 / 108) |

| | Year | Group | Subgroup | % | ACT % Meeting Benchmarks for Lexington High School | Number of Students |
|---|---|---|---|---|---|---|
| **Science** | 2017-2018 | Gender | Male | 42.7% |  | (56 / 131) |
| | | InstrSetting | Not Special Ed | 44.1% | | (98 / 222) |
| | | | Special Ed | 11.8% | | (2 / 17) |
| | | Race | Black / Latinx | 20.6% | | (7 / 34) |
| | | | White / Other | 45.4% |  | (93 / 205) |
| | 2016-2017 | All | All | 35.8% | | (137 / 383) |
| | | ELL | Not ELL | 36.6% |  | (137 / 374) |
| | | | ELL | 0.0% | | (0 / 9) |
| | | Gender | Female | 39.2% |  | (74 / 189) |
| | | | Male | 32.5% |  | (63 / 194) |
| | | InstrSetting | Not Special Ed | 36.7% | | (137 / 373) |
| | | | Special Ed | 0.0% | | (0 / 10) |
| | | Race | Black / Latinx | 20.9% | | (9 / 43) |
| | | | White / Other | 37.6% |  | (128 / 340) |
| | 2015-2016 | All | All | 41.0% | | (159 / 388) |
| | | ELL | Not ELL | 41.2% | | (157 / 381) |
| | | | ELL | 28.6% | | (2 / 7) |
| | | Gender | Female | 45.2% |  | (80 / 177) |
| | | | Male | 37.4% |  | (79 / 211) |
| | | InstrSetting | Not Special Ed | 44.5% | | (159 / 357) |
| | | | Special Ed | 0.0% | | (0 / 31) |
| | | Race | Black / Latinx | 24.1% | | (13 / 54) |
| | | | White / Other | 43.7% |  | (146 / 334) |
| | 2014-2015 | All | All | 39.6% | | (150 / 379) |
| | | ELL | Not ELL | 40.5% |  | (150 / 370) |
| | | | ELL | 0.0% | | (0 / 9) |
| | | Gender | Female | 39.5% |  | (77 / 195) |
| | | | Male | 39.7% |  | (73 / 184) |
| | | InstrSetting | Not Special Ed | 40.5% | | (148 / 365) |
| | | | Special Ed | 14.3% | | (2 / 14) |
| | | Race | Black / Latinx | 14.0% | | (7 / 50) |
| | | | White / Other | 43.5% |  | (143 / 329) |

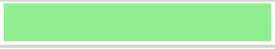
| | Year | Group | Subgroup | % | Percent of students with Silver or higher on Ready to Work for Lexington High School | Number of Students |
|---|---|---|---|---|---|---|
| **Ready to Work** | 2020-2021 | All | All | 83.7% | | (766 / 915) |
| | | ELL | Not ELL | 84.5% |  | (745 / 882) |
| | | | ELL | 63.6% | | (21 / 33) |
| | | Gender | Female | 85.5% |  | (384 / 449) |
| | | | Male | 82.0% |  | (382 / 466) |
| | | InstrSetting | Not Special Ed | 87.9% | | (744 / 846) |
| | | | Special Ed | 31.9% | | (22 / 69) |
| | | Race | Black / Latinx | 58.5% | | (69 / 118) |
| | | | White / Other | 87.5% |  | (697 / 797) |
| | 2018-2019 | All | All | 86.0% | | (425 / 494) |
| | | ELL | Not ELL | 86.3% |  | (415 / 481) |
| | | | ELL | 76.9% | | (10 / 13) |
| | | Gender | Female | 86.7% |  | (209 / 241) |
| | | | Male | 85.4% |  | (216 / 253) |
| | | InstrSetting | Not Special Ed | 90.0% | | (412 / 458) |
| | | | Special Ed | 36.1% | | (13 / 36) |
| | | Race | Black / Latinx | 67.6% | | (48 / 71) |
| | | | White / Other | 89.1% |  | (377 / 423) |
| | 2017-2018 | All | All | 83.9% | | (371 / 442) |
| | | ELL | Not ELL | 84.5% |  | (365 / 432) |
| | | | ELL | 60.0% | | (6 / 10) |
| | | Gender | Female | 82.7% |  | (167 / 202) |
| | | | Male | 85.0% |  | (204 / 240) |
| | | InstrSetting | Not Special Ed | 89.9% | | (357 / 397) |
| | | | Special Ed | 31.1% | | (14 / 45) |
| | | Race | Black / Latinx | 72.2% | | (52 / 72) |
| | | | White / Other | 86.2% |  | (319 / 370) |

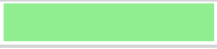
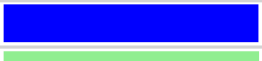
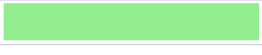
| | Year | Group | Subgroup | % | Percent of students meeting or exceeding College and Career Ready Bencharks on SAT for Lexington High School | Number of Students |
|---|---|---|---|---|---|---|
| **Evidence-Based Reading and Writing** | 21-22 | All | All | 79.5% | | (412 / 518) |
| | | ELL | Not ELL | 79.2% | | (400 / 505) |
| | | | ELL | 92.3% | | (12 / 13) |
| | | Gender | Female | 82.9% |  | (233 / 281) |
| | | | Male | 75.5% |  | (179 / 237) |
| | | InstrSetting | Not Special Ed | 80.5% | | (408 / 507) |
| | | | Special Ed | 36.4% | | (4 / 11) |
| | | Race | Black / Latinx | 61.1% | | (44 / 72) |
| | | | White / Other | 82.5% |  | (368 / 446) |
| | 19-20 | All | All | 82.6% | | (422 / 511) |
| | | ELL | Not ELL | 82.5% |  | (411 / 498) |
| | | | ELL | 84.6% | | (11 / 13) |
| | | Gender | Female | 83.2% |  | (232 / 279) |
| | | | Male | 81.9% |  | (190 / 232) |
| | | InstrSetting | Not Special Ed | 83.9% | | (418 / 498) |
| | | | Special Ed | 30.8% | | (4 / 13) |
| | | Race | Black / Latinx | 67.9% | | (55 / 81) |
| | | | White / Other | 85.3% |  | (367 / 430) |
| | 18-19 | All | All | 85.4% |  | (380 / 445) |
| | | ELL | Not ELL | 85.1% | | (371 / 436) |
| | | | ELL | 100.0% | | (9 / 9) |
| | | Gender | Female | 85.0% |  | (199 / 234) |
| | | | Male | 85.8% |  | (181 / 211) |
| | | InstrSetting | Not Special Ed | 87.5% | | (378 / 432) |
| | | | Special Ed | 15.4% | | (2 / 13) |
| | | Race | Black / Latinx | 80.9% | | (55 / 68) |
| | | | White / Other | 86.2% |  | (325 / 377) |
| | 17-18 | All | All | 85.5% | | (376 / 440) |
| | | ELL | Not ELL | 85.5% | | (366 / 428) |
| | | | ELL | 83.3% | | (10 / 12) |
| | | Gender | Female | 87.2% |  | (190 / 218) |
| | | | Male | 83.8% |  | (186 / 222) |
| | | InstrSetting | Not Special Ed | 86.9% | | (373 / 429) |
| | | | Special Ed | 27.3% | | (3 / 11) |
| | | Race | Black / Latinx | 68.6% | | (48 / 70) |
| | | | White / Other | 88.6% |  | (328 / 370) |
| | 16-17 | All | All | 90.1% | | (263 / 292) |

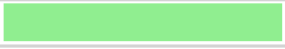
| | Year | Group | Subgroup | % | Percent of students meeting or exceeding College and Career Ready Bencharks on SAT for Lexington High School | Number of Students |
|---|---|---|---|---|---|---|
| **Evidence-Based Reading and Writing** | 16-17 | ELL | Not ELL | 90.4% |  | (264 / 292) |
| | | | ELL | 50.0% | | (2 / 4) |
| | | Gender | Female | 91.1% |  | (144 / 158) |
| | | | Male | 88.8% |  | (119 / 134) |
| | | InstrSetting | Not Special Ed | 89.8% | | (263 / 293) |
| | | | Special Ed | 100.0% | | (3 / 3) |
| | | Race | Black / Latinx | 79.3% | | (23 / 29) |
| | | | White / Other | 91.3% |  | (240 / 263) |
| | 15-16 | All | All | 77.8% | | (228 / 293) |
| | | ELL | Not ELL | 77.6% |  | (228 / 294) |
| | | | ELL | 62.5% | | (5 / 8) |
| | | Gender | Female | 77.3% |  | (119 / 154) |
| | | | Male | 78.4% |  | (109 / 139) |
| | | InstrSetting | Not Special Ed | 77.9% | | (232 / 298) |
| | | | Special Ed | 25.0% | | (1 / 4) |
| | | Race | Black / Latinx | 80.0% | | (24 / 30) |
| | | | White / Other | 77.6% |  | (204 / 263) |
| | 14-15 | All | All | 75.8% | | (201 / 265) |
| | | ELL | Not ELL | 76.6% |  | (200 / 261) |
| | | | ELL | 42.9% | | (3 / 7) |
| | | Gender | Female | 76.5% |  | (114 / 149) |
| | | | Male | 75.0% |  | (87 / 116) |
| | | InstrSetting | Not Special Ed | 76.5% | | (202 / 264) |
| | | | Special Ed | 25.0% | | (1 / 4) |
| | | Race | Black / Latinx | 56.5% | | (13 / 23) |
| | | | White / Other | 77.7% |  | (188 / 242) |

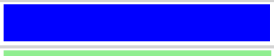
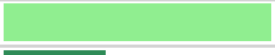
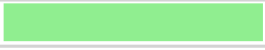
| | Year | Group | Subgroup | % | Percent of students meeting or exceeding College and Career Ready Bencharks on SAT for Lexington High School | Number of Students |
|---|---|---|---|---|---|---|
| Math | 21-22 | All | All | 56.9% | | (295 / 518) |
| | | ELL | Not ELL | 56.4% | | (285 / 505) |
| | | | ELL | 76.9% | | (10 / 13) |
| | | Gender | Female | 54.8% |  | (154 / 281) |
| | | | Male | 59.5% |  | (141 / 237) |
| | | InstrSetting | Not Special Ed | 57.8% | | (293 / 507) |
| | | | Special Ed | 18.2% | | (2 / 11) |
| | | Race | Black / Latinx | 40.3% | | (29 / 72) |
| | | | White / Other | 59.6% |  | (266 / 446) |
| | 20-21 | All | All | 57.3% | | (298 / 520) |
| | | ELL | Not ELL | 56.9% | | (286 / 503) |
| | | | ELL | 70.6% | | (12 / 17) |
| | | Gender | Female | 57.3% |  | (150 / 262) |
| | | | Male | 57.4% |  | (148 / 258) |
| | | InstrSetting | Not Special Ed | 58.7% | | (296 / 504) |
| | | | Special Ed | 12.5% | | (2 / 16) |
| | | Race | Black / Latinx | 34.7% | | (25 / 72) |
| | | | White / Other | 60.9% |  | (273 / 448) |
| | 19-20 | All | All | 56.0% | | (286 / 511) |
| | | ELL | Not ELL | 56.2% |  | (280 / 498) |
| | | | ELL | 46.2% | | (6 / 13) |
| | | Gender | Female | 51.3% |  | (143 / 279) |
| | | | Male | 61.6% |  | (143 / 232) |
| | | InstrSetting | Not Special Ed | 56.8% | | (283 / 498) |
| | | | Special Ed | 23.1% | | (3 / 13) |
| | | Race | Black / Latinx | 38.3% | | (31 / 81) |
| | | | White / Other | 59.3% |  | (255 / 430) |
| | 18-19 | All | All | 62.5% | | (277 / 443) |
| | | ELL | Not ELL | 62.0% | | (269 / 434) |
| | | | ELL | 88.9% | | (8 / 9) |
| | | Gender | Female | 55.6% |  | (130 / 234) |
| | | | Male | 70.3% |  | (147 / 209) |
| | | InstrSetting | Not Special Ed | 64.0% | | (275 / 430) |
| | | | Special Ed | 15.4% | | (2 / 13) |
| | | Race | Black / Latinx | 49.3% | | (33 / 67) |
| | | | White / Other | 64.9% |  | (244 / 376) |
| | 17-18 | All | All | 67.5% | | (297 / 440) |
| | | ELL | Not ELL | 67.1% |  | (287 / 428) |

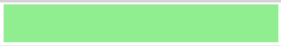
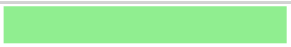
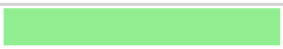
| | Year | Group | Subgroup | % | Percent of students meeting or exceeding College and Career Ready Bencharks on SAT for Lexington High School | Number of Students |
|---|---|---|---|---|---|---|
| **Math** | 17-18 | ELL | ELL | 83.3% | | (10 / 12) |
| | | Gender | Female | 65.1% |  | (142 / 218) |
| | | | Male | 69.8% |  | (155 / 222) |
| | | InstrSetting | Not Special Ed | 69.0% | | (296 / 429) |
| | | | Special Ed | 9.1% | | (1 / 11) |
| | | Race | Black / Latinx | 48.6% | | (34 / 70) |
| | | | White / Other | 71.1% |  | (263 / 370) |
| | 16-17 | All | All | 70.5% | | (206 / 292) |
| | | ELL | Not ELL | 70.9% | | (207 / 292) |
| | | | ELL | 25.0% | | (1 / 4) |
| | | Gender | Female | 64.6% |  | (102 / 158) |
| | | | Male | 77.6% |  | (104 / 134) |
| | | InstrSetting | Not Special Ed | 70.3% | | (206 / 293) |
| | | | Special Ed | 66.7% | | (2 / 3) |
| | | Race | Black / Latinx | 48.3% | | (14 / 29) |
| | | | White / Other | 73.0% |  | (192 / 263) |
| | 15-16 | All | All | 57.7% | | (169 / 293) |
| | | ELL | Not ELL | 57.5% | | (169 / 294) |
| | | | ELL | 37.5% | | (3 / 8) |
| | | Gender | Female | 50.6% |  | (78 / 154) |
| | | | Male | 65.5% |  | (91 / 139) |
| | | InstrSetting | Not Special Ed | 57.7% | | (172 / 298) |
| | | | Special Ed | 0.0% | | (0 / 4) |
| | | Race | Black / Latinx | 40.0% | | (12 / 30) |
| | | | White / Other | 59.7% |  | (157 / 263) |
| | 14-15 | All | All | 61.1% | | (162 / 265) |
| | | ELL | Not ELL | 61.7% | | (161 / 261) |
| | | | ELL | 42.9% | | (3 / 7) |
| | | Gender | Female | 59.1% |  | (88 / 149) |
| | | | Male | 63.8% |  | (74 / 116) |
| | | InstrSetting | Not Special Ed | 61.7% | | (163 / 264) |
| | | | Special Ed | 25.0% | | (1 / 4) |
| | | Race | Black / Latinx | 43.5% | | (10 / 23) |
| | | | White / Other | 62.8% |  | (152 / 242) |

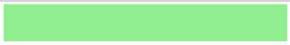
| | Year | Group | Subgroup | % | Percent of students with Silver or higher on WorkKeys Lexington High School | Number of Students |
|---|---|---|---|---|---|---|
| **WorkKeys** | 2021-2022 | All | All | 76.8% | | (410 / 534) |
| | | ELL | Not ELL | 77.1% | | (397 / 515) |
| | | | ELL | 68.4% | | (13 / 19) |
| | | Gender | Female | 81.5% |  | (220 / 270) |
| | | | Male | 72.0% |  | (190 / 264) |
| | | InstrSetting | Not Special Ed | 81.1% | | (400 / 493) |
| | | | Special Ed | 24.4% | | (10 / 41) |
| | | Race | Black / Latinx | 59.0% | | (49 / 83) |
| | | | White / Other | 80.0% |  | (361 / 451) |
| | 2016-2017 | All | All | 78.6% | | (316 / 402) |
| | | ELL | Not ELL | 80.2% |  | (315 / 393) |
| | | | ELL | 11.1% | | (1 / 9) |
| | | Gender | Female | 83.0% |  | (161 / 194) |
| | | | Male | 74.5% |  | (155 / 208) |
| | | InstrSetting | Not Special Ed | 82.1% | | (312 / 380) |
| | | | Special Ed | 18.2% | | (4 / 22) |
| | | Race | Black / Latinx | 45.8% | | (22 / 48) |
| | | | White / Other | 83.1% |  | (294 / 354) |
| | 2015-2016 | All | All | 83.8% | | (361 / 431) |
| | | ELL | Not ELL | 84.6% | | (358 / 423) |
| | | | ELL | 37.5% | | (3 / 8) |
| | | Gender | Female | 85.8% |  | (169 / 197) |
| | | | Male | 82.1% |  | (192 / 234) |
| | | InstrSetting | Not Special Ed | 89.9% | | (348 / 387) |
| | | | Special Ed | 29.5% | | (13 / 44) |
| | | Race | Black / Latinx | 67.2% | | (41 / 61) |
| | | | White / Other | 86.5% |  | (320 / 370) |
| | 2014-2015 | All | All | 88.2% | | (359 / 407) |
| | | ELL | Not ELL | 88.4% | | (351 / 397) |
| | | | ELL | 80.0% | | (8 / 10) |
| | | Gender | Female | 86.1% |  | (179 / 208) |
| | | | Male | 90.5% |  | (180 / 199) |
| | | InstrSetting | Not Special Ed | 90.6% | | (349 / 385) |
| | | | Special Ed | 45.5% | | (10 / 22) |
| | | Race | Black / Latinx | 66.0% | | (35 / 53) |
| | | | White / Other | 91.5% |  | (324 / 354) |

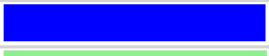
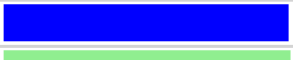
| | Year | Group | Subgroup | % | Percent of students passing the EOCEP test for Lexington High School | Number of Students |
|---|---|---|---|---|---|---|
| **Algebra 1** | 21-22 | All | All | 79.4% | | (317 / 399) |
| | | ELL | ELL | 42.9% | | (3 / 7) |
| | | | Not ELL | 80.1% | | (314 / 392) |
| | | Gender | Female | 81.4% |  | (162 / 199) |
| | | | Male | 77.5% |  | (155 / 200) |
| | | InstrSetting | Not Special Ed | 85.1% | | (291 / 342) |
| | | | Special Ed | 45.6% | | (26 / 57) |
| | | Race | Black / Latinx | 69.1% | | (76 / 110) |
| | | | White / Other | 83.4% |  | (241 / 289) |
| | 20-21 | All | All | 68.7% | | (283 / 412) |
| | | ELL | Not ELL | 68.9% |  | (277 / 402) |
| | | | ELL | 60.0% | | (6 / 10) |
| | | Gender | Female | 72.1% |  | (137 / 190) |
| | | | Male | 65.3% |  | (145 / 222) |
| | | InstrSetting | Not Special Ed | 73.1% | | (261 / 357) |
| | | | Special Ed | 40.0% | | (22 / 55) |
| | | Race | Black / Latinx | 61.6% | | (61 / 99) |
| | | | White / Other | 70.6% |  | (221 / 313) |
| | 18-19 | All | All | 81.1% | | (301 / 371) |
| | | ELL | Not ELL | 81.3% | | (295 / 363) |
| | | | ELL | 75.0% | | (6 / 8) |
| | | Gender | Female | 84.7% |  | (155 / 183) |
| | | | Male | 78.0% |  | (145 / 186) |
| | | InstrSetting | Not Special Ed | 85.0% | | (277 / 326) |
| | | | Special Ed | 53.3% | | (24 / 45) |
| | | Race | Black / Latinx | 73.0% | | (54 / 74) |
| | | | White / Other | 83.4% |  | (246 / 295) |
| | 17-18 | All | All | 77.4% | | (288 / 372) |
| | | ELL | Not ELL | 78.6% | | (286 / 364) |
| | | | ELL | 25.0% | | (2 / 8) |
| | | Gender | Female | 80.2% |  | (134 / 167) |
| | | | Male | 75.1% |  | (154 / 205) |
| | | InstrSetting | Not Special Ed | 88.6% | | (265 / 299) |
| | | | Special Ed | 31.5% | | (23 / 73) |
| | | Race | Black / Latinx | 66.3% | | (55 / 83) |
| | | | White / Other | 80.9% |  | (233 / 288) |
| | 16-17 | All | All | 83.4% |  | (361 / 433) |
| | | ELL | Not ELL | 83.7% |  | (354 / 423) |

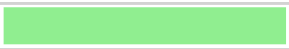
| | Year | Group | Subgroup | % | Percent of students passing the EOCEP test for Lexington High School | Number of Students |
|---|---|---|---|---|---|---|
| **Algebra 1** | 16-17 | ELL | ELL | 70.0% | | (7 / 10) |
| | | Gender | Female | 86.8% |  | (158 / 182) |
| | | | Male | 80.9% |  | (203 / 251) |
| | | InstrSetting | Not Special Ed | 88.9% | | (329 / 370) |
| | | | Special Ed | 50.8% | | (32 / 63) |
| | | Race | Black / Latinx | 73.3% | | (55 / 75) |
| | | | White / Other | 85.5% |  | (306 / 358) |
| | 15-16 | All | All | 91.1% | | (297 / 326) |
| | | ELL | Not ELL | 91.2% |  | (290 / 318) |
| | | | ELL | 87.5% | | (7 / 8) |
| | | Gender | Female | 95.0% |  | (132 / 139) |
| | | | Male | 88.7% |  | (165 / 186) |
| | | InstrSetting | Not Special Ed | 92.7% | | (278 / 300) |
| | | | Special Ed | 73.1% | | (19 / 26) |
| | | Race | Black / Latinx | 83.1% | | (49 / 59) |
| | | | White / Other | 92.9% |  | (248 / 267) |
| | 14-15 | All | All | 91.4% | | (319 / 349) |
| | | ELL | Not ELL | 92.2% | | (309 / 335) |
| | | | ELL | 71.4% | | (10 / 14) |
| | | Gender | Female | 96.0% |  | (144 / 150) |
| | | | Male | 87.9% |  | (175 / 199) |
| | | InstrSetting | Not Special Ed | 93.3% | | (294 / 315) |
| | | | Special Ed | 73.5% | | (25 / 34) |
| | | Race | Black / Latinx | 81.5% | | (44 / 54) |
| | | | White / Other | 93.2% |  | (275 / 295) |

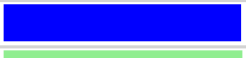
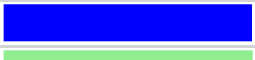
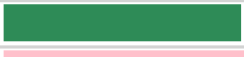
| | Year | Group | Subgroup | % | Percent of students passing the EOCEP test for Lexington High School | Number of Students |
|---|---|---|---|---|---|---|
| **Biology 1** | 21-22 | All | All | 76.9% | | (500 / 650) |
| | | ELL | ELL | 57.1% | | (4 / 7) |
| | | | Not ELL | 77.1% | | (496 / 643) |
| | | Gender | Female | 78.9% |  | (265 / 336) |
| | | | Male | 74.8% |  | (235 / 314) |
| | | InstrSetting | Not Special Ed | 82.1% | | (480 / 585) |
| | | | Special Ed | 30.8% | | (20 / 65) |
| | | Race | Black / Latinx | 61.5% | | (91 / 148) |
| | | | White / Other | 81.5% |  | (409 / 502) |
| | 20-21 | All | All | 64.4% | | (540 / 839) |
| | | ELL | Not ELL | 65.1% | | (537 / 825) |
| | | | ELL | 21.4% | | (3 / 14) |
| | | Gender | Female | 65.6% |  | (254 / 387) |
| | | | Male | 63.1% |  | (285 / 452) |
| | | InstrSetting | Not Special Ed | 67.0% | | (520 / 776) |
| | | | Special Ed | 31.7% | | (20 / 63) |
| | | Race | Black / Latinx | 52.5% | | (94 / 179) |
| | | | White / Other | 67.4% |  | (445 / 660) |
| | 18-19 | All | All | 87.3% |  | (445 / 510) |
| | | ELL | Not ELL | 87.6% |  | (444 / 507) |
| | | | ELL | 33.3% | | (1 / 3) |
| | | Gender | Female | 87.6% |  | (220 / 251) |
| | | | Male | 86.9% |  | (225 / 259) |
| | | InstrSetting | Not Special Ed | 90.4% | | (424 / 469) |
| | | | Special Ed | 51.2% | | (21 / 41) |
| | | Race | Black / Latinx | 68.2% | | (58 / 85) |
| | | | White / Other | 91.1% |  | (387 / 425) |
| | 17-18 | All | All | 0.0% | | (0 / 1) |
| | | | All | 84.7% | | (448 / 529) |
| | | ELL | Not ELL | 0.0% | | (0 / 1) |
| | | | Not ELL | 84.8% |  | (440 / 519) |
| | | | ELL | 80.0% | | (8 / 10) |
| | | Gender | Female | 86.2% |  | (224 / 260) |
| | | | Male | 0.0% | | (0 / 1) |
| | | | Male | 83.3% |  | (224 / 269) |
| | | InstrSetting | Not Special Ed | 0.0% | | (0 / 1) |
| | | | Not Special Ed | 91.3% | | (432 / 473) |
| | | | Special Ed | 28.6% | | (16 / 56) |
| | | Race | Black / Latinx | 67.1% | | (57 / 85) |

| | Year | Group | Subgroup | % | Percent of students passing the EOCEP test for Lexington High School | Number of Students |
|---|---|---|---|---|---|---|
| **Biology 1** | 17-18 | Race | White / Other | 0.0% | | (0 / 1) |
| | | | White / Other | 88.0% |  | (389 / 442) |
| | 16-17 | All | All | 89.3% | | (435 / 487) |
| | | ELL | Not ELL | 89.8% |  | (432 / 481) |
| | | | ELL | 50.0% | | (3 / 6) |
| | | Gender | Female | 89.5% |  | (212 / 237) |
| | | | Male | 89.2% |  | (223 / 250) |
| | | InstrSetting | Not Special Ed | 92.3% | | (409 / 443) |
| | | | Special Ed | 59.1% | | (26 / 44) |
| | | Race | Black / Latinx | 75.0% | | (57 / 76) |
| | | | White / Other | 92.0% |  | (378 / 411) |
| | 15-16 | All | All | 92.0% | | (449 / 488) |
| | | ELL | Not ELL | 92.7% |  | (444 / 479) |
| | | | ELL | 55.6% | | (5 / 9) |
| | | Gender | Female | 92.7% |  | (203 / 219) |
| | | | Male | 91.4% |  | (246 / 269) |
| | | InstrSetting | Not Special Ed | 95.3% | | (427 / 448) |
| | | | Special Ed | 55.0% | | (22 / 40) |
| | | Race | Black / Latinx | 70.5% | | (55 / 78) |
| | | | White / Other | 96.1% |  | (394 / 410) |
| | 14-15 | All | All | 90.6% | | (347 / 383) |
| | | ELL | Not ELL | 90.6% |  | (339 / 374) |
| | | | ELL | 88.9% | | (8 / 9) |
| | | Gender | Female | 94.1% |  | (174 / 185) |
| | | | Male | 87.8% |  | (173 / 197) |
| | | InstrSetting | Not Special Ed | 94.1% | | (334 / 355) |
| | | | Special Ed | 46.4% | | (13 / 28) |
| | | Race | Black / Latinx | 79.5% | | (31 / 39) |
| | | | White / Other | 91.9% |  | (316 / 344) |

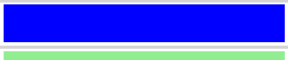
| | Year | Group | Subgroup | % | Percent of students passing the EOCEP test for Lexington High School | Number of Students |
|---|---|---|---|---|---|---|
| **English 2** | 21-22 | All | All | 95.3% | | (583 / 612) |
| | | ELL | ELL | 71.4% | | (5 / 7) |
| | | | Not ELL | 95.5% | | (578 / 605) |
| | | Gender | Female | 96.5% |  | (302 / 313) |
| | | | Male | 94.0% |  | (281 / 299) |
| | | InstrSetting | Not Special Ed | 97.3% | | (540 / 555) |
| | | | Special Ed | 75.4% | | (43 / 57) |
| | | Race | Black / Latinx | 90.8% | | (118 / 130) |
| | | | White / Other | 96.5% |  | (465 / 482) |
| | 20-21 | All | All | 92.3% | | (491 / 532) |
| | | ELL | Not ELL | 92.7% |  | (486 / 524) |
| | | | ELL | 62.5% | | (5 / 8) |
| | | Gender | Female | 93.5% |  | (243 / 260) |
| | | | Male | 91.1% |  | (247 / 271) |
| | | InstrSetting | Not Special Ed | 94.6% | | (472 / 499) |
| | | | Special Ed | 57.6% | | (19 / 33) |
| | | Race | Black / Latinx | 87.0% | | (94 / 108) |
| | | | White / Other | 93.6% |  | (396 / 423) |

| | Year | Group | Subgroup | % | Percent of students passing the EOCEP test for Lexington High School | Number of Students |
|---|---|---|---|---|---|---|
| **US History** | 21-22 | All | All | 66.8% | | (223 / 334) |
| | | ELL | ELL | 33.3% | | (1 / 3) |
| | | | Not ELL | 67.1% | | (222 / 331) |
| | | Gender | Female | 61.6% |  | (106 / 172) |
| | | | Male | 72.2% |  | (117 / 162) |
| | | InstrSetting | Not Special Ed | 68.9% | | (217 / 315) |
| | | | Special Ed | 31.6% | | (6 / 19) |
| | | Race | Black / Latinx | 52.5% | | (32 / 61) |
| | | | White / Other | 69.9% |  | (190 / 272) |
| | 20-21 | All | All | 72.5% | | (333 / 459) |
| | | ELL | Not ELL | 72.7% | | (328 / 451) |
| | | | ELL | 62.5% | | (5 / 8) |
| | | Gender | Female | 71.3% |  | (164 / 230) |
| | | | Male | 73.2% |  | (167 / 228) |
| | | InstrSetting | Not Special Ed | 74.5% | | (322 / 432) |
| | | | Special Ed | 40.7% | | (11 / 27) |
| | | Race | Black / Latinx | 60.0% | | (48 / 80) |
| | | | White / Other | 74.9% |  | (283 / 378) |
| | 18-19 | All | All | 85.8% |  | (429 / 500) |
| | | ELL | Not ELL | 86.2% | | (424 / 492) |
| | | | ELL | 62.5% | | (5 / 8) |
| | | Gender | Female | 85.1% |  | (200 / 235) |
| | | | Male | 86.4% |  | (229 / 265) |
| | | InstrSetting | Not Special Ed | 89.7% | | (419 / 467) |
| | | | Special Ed | 30.3% | | (10 / 33) |
| | | Race | Black / Latinx | 69.3% | | (61 / 88) |
| | | | White / Other | 89.3% |  | (368 / 412) |
| | 17-18 | All | All | 89.1% | | (409 / 459) |
| | | ELL | Not ELL | 89.3% | | (407 / 456) |
| | | | ELL | 66.7% | | (2 / 3) |
| | | Gender | Female | 87.0% |  | (188 / 216) |
| | | | Male | 90.9% |  | (221 / 243) |
| | | InstrSetting | Not Special Ed | 90.9% | | (379 / 417) |
| | | | Special Ed | 71.4% | | (30 / 42) |
| | | Race | Black / Latinx | 76.3% | | (61 / 80) |
| | | | White / Other | 92.1% |  | (348 / 378) |
| | 16-17 | All | All | 93.3% |  | (387 / 415) |
| | | ELL | Not ELL | 93.9% | | (386 / 411) |
| | | | ELL | 25.0% | | (1 / 4) |

| | Year | Group | Subgroup | % | Percent of students passing the EOCEP test for Lexington High School | Number of Students |
|---|---|---|---|---|---|---|
| **US History** | 16-17 | Gender | Female | 94.0% |  | (187 / 199) |
| | | | Male | 92.6% |  | (200 / 216) |
| | | InstrSetting | Not Special Ed | 94.6% | | (371 / 392) |
| | | | Special Ed | 69.6% | | (16 / 23) |
| | | Race | Black / Latinx | 81.6% | | (40 / 49) |
| | | | White / Other | 94.8% |  | (347 / 366) |
| | 15-16 | All | All | 90.2% | | (379 / 420) |
| | | ELL | Not ELL | 90.8% | | (376 / 414) |
| | | | ELL | 50.0% | | (3 / 6) |
| | | Gender | Female | 90.5% |  | (180 / 199) |
| | | | Male | 90.0% |  | (199 / 221) |
| | | InstrSetting | Not Special Ed | 92.6% | | (364 / 393) |
| | | | Special Ed | 55.6% | | (15 / 27) |
| | | Race | Black / Latinx | 74.6% | | (47 / 63) |
| | | | White / Other | 93.0% |  | (332 / 357) |
| | 14-15 | All | All | 92.4% | | (391 / 423) |
| | | ELL | Not ELL | 92.3% |  | (386 / 418) |
| | | | ELL | 100.0% | | (5 / 5) |
| | | Gender | Female | 90.2% |  | (194 / 215) |
| | | | Male | 94.7% |  | (197 / 208) |
| | | InstrSetting | Not Special Ed | 93.1% | | (375 / 403) |
| | | | Special Ed | 80.0% | | (16 / 20) |
| | | Race | Black / Latinx | 86.5% | | (45 / 52) |
| | | | White / Other | 93.3% |  | (346 / 371) |

| | Year | Group | Subgroup | % | Percent of students passing the EOCEP test for Lexington High School | Number of Students |
|---|---|---|---|---|---|---|
| **English 1** | 18-19 | All | All | 88.3% | | (278 / 315) |
| | | ELL | Not ELL | 88.3% | | (273 / 309) |
| | | | ELL | 83.3% | | (5 / 6) |
| | | Gender | Female | 93.3% |  | (125 / 134) |
| | | | Male | 84.4% |  | (152 / 180) |
| | | InstrSetting | Not Special Ed | 92.4% | | (256 / 277) |
| | | | Special Ed | 57.9% | | (22 / 38) |
| | | Race | Black / Latinx | 70.8% | | (51 / 72) |
| | | | White / Other | 93.4% |  | (226 / 242) |
| | 17-18 | All | All | 76.8% | | (219 / 285) |
| | | ELL | Not ELL | 78.0% | | (216 / 277) |
| | | | ELL | 37.5% | | (3 / 8) |
| | | Gender | Female | 85.8% |  | (103 / 120) |
| | | | Male | 70.3% |  | (116 / 165) |
| | | InstrSetting | Not Special Ed | 91.5% | | (195 / 213) |
| | | | Special Ed | 33.3% | | (24 / 72) |
| | | Race | Black / Latinx | 66.2% | | (49 / 74) |
| | | | White / Other | 80.5% |  | (169 / 210) |
| | 16-17 | All | All | 77.7% |  | (230 / 296) |
| | | ELL | Not ELL | 78.1% | | (225 / 288) |
| | | | ELL | 62.5% | | (5 / 8) |
| | | Gender | Female | 83.2% |  | (99 / 119) |
| | | | Male | 74.0% |  | (131 / 177) |
| | | InstrSetting | Not Special Ed | 84.3% | | (210 / 249) |
| | | | Special Ed | 42.6% | | (20 / 47) |
| | | Race | Black / Latinx | 57.4% | | (35 / 61) |
| | | | White / Other | 83.0% |  | (195 / 235) |
| | 15-16 | All | All | 81.3% |  | (226 / 278) |
| | | ELL | Not ELL | 81.4% | | (219 / 269) |
| | | | ELL | 77.8% |  | (7 / 9) |
| | | Gender | Female | 86.2% |  | (100 / 116) |
| | | | Male | 77.8% |  | (126 / 162) |
| | | InstrSetting | Not Special Ed | 89.7% | | (200 / 223) |
| | | | Special Ed | 47.3% | | (26 / 55) |
| | | Race | Black / Latinx | 71.4% | | (45 / 63) |
| | | | White / Other | 84.2% |  | (181 / 215) |
| | 14-15 | All | All | 77.3% | | (180 / 233) |
| | | ELL | Not ELL | 79.4% | | (173 / 218) |
| | | | ELL | 46.7% | | (7 / 15) |

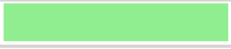
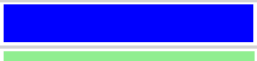
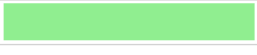
| | Year | Group | Subgroup | % | Percent of students passing the EOCEP test for Lexington High School | Number of Students |
|---|---|---|---|---|---|---|
| **English 1** | 14-15 | Gender | Female | 79.5% |  | (70 / 88) |
| | | | Male | 75.9% |  | (110 / 145) |
| | | InstrSetting | Not Special Ed | 80.5% | | (161 / 200) |
| | | | Special Ed | 57.6% | | (19 / 33) |
| | | Race | Black / Latinx | 56.8% | | (25 / 44) |
| | | | White / Other | 82.0% |  | (155 / 189) |

| | Year | Group | Subgroup | % | On Time Graduation Rate for Lexington High School | Number of Students |
|---|---|---|---|---|---|---|
| **GradRate** | 21-22 | All | All | 92.3% | | (527 / 571) |
| | | ELL | Not ELL | 92.3% | | (527 / 571) |
| | | Gender | Female | 94.3% |  | (266 / 282) |
| | | | Male | 90.3% |  | (261 / 289) |
| | | InstrSetting | Not Special Ed | 95.4% | | (498 / 522) |
| | | | Special Ed | 59.2% | | (29 / 49) |
| | | Race | Black / Latinx | 84.1% | | (53 / 63) |
| | | | White / Other | 93.3% |  | (474 / 508) |
| | 20-21 | All | All | 91.1% | | (483 / 530) |
| | | ELL | Not ELL | 91.1% | | (483 / 530) |
| | | Gender | Female | 94.2% |  | (243 / 258) |
| | | | Male | 88.2% |  | (240 / 272) |
| | | InstrSetting | Not Special Ed | 94.6% | | (457 / 483) |
| | | | Special Ed | 55.3% | | (26 / 47) |
| | | Race | Black / Latinx | 85.0% | | (51 / 60) |
| | | | White / Other | 91.9% |  | (432 / 470) |
| | 19-20 | All | All | 93.0% | | (479 / 515) |
| | | ELL | Not ELL | 93.1% | | (469 / 504) |
| | | | ELL | 90.9% | | (10 / 11) |
| | | Gender | Female | 93.5% |  | (232 / 248) |
| | | | Male | 92.5% |  | (247 / 267) |
| | | InstrSetting | Not Special Ed | 95.1% | | (448 / 471) |
| | | | Special Ed | 70.5% | | (31 / 44) |
| | | Race | Black / Latinx | 88.1% | | (52 / 59) |
| | | | White / Other | 93.6% |  | (427 / 456) |
| | 18-19 | All | All | 90.9% | | (440 / 484) |
| | | ELL | Not ELL | 90.7% | | (428 / 472) |
| | | | ELL | 100.0% | | (12 / 12) |
| | | Gender | Female | 94.4% |  | (202 / 214) |
| | | | Male | 88.1% |  | (238 / 270) |
| | | InstrSetting | Not Special Ed | 94.3% | | (417 / 442) |
| | | | Special Ed | 54.8% | | (23 / 42) |
| | | Race | Black / Latinx | 84.7% | | (50 / 59) |
| | | | White / Other | 91.8% |  | (390 / 425) |
| | 17-18 | All | All | 92.1% |  | (397 / 431) |
| | | ELL | Not ELL | 92.0% | | (381 / 414) |
| | | | ELL | 94.1% | | (16 / 17) |
| | | Gender | Female | 91.9% |  | (193 / 210) |
| | | | Male | 92.3% |  | (204 / 221) |

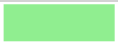
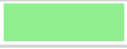
| | Year | Group | Subgroup | % | On Time Graduation Rate for Lexington High School | Number of Students |
|---|---|---|---|---|---|---|
| **GradRate** | 17-18 | InstrSetting | Not Special Ed | 95.0% | | (380 / 400) |
| | | | Special Ed | 54.8% | | (17 / 31) |
| | | Race | Black / Latinx | 83.3% | | (25 / 30) |
| | | | White / Other | 92.8% |  | (372 / 401) |
| | 16-17 | All | All | 91.9% | | (410 / 446) |
| | | ELL | Not ELL | 92.3% | | (406 / 440) |
| | | | ELL | 66.7% | | (4 / 6) |
| | | Gender | Female | 94.0% |  | (189 / 201) |
| | | | Male | 90.2% |  | (221 / 245) |
| | | InstrSetting | Not Special Ed | 95.5% | | (386 / 404) |
| | | | Special Ed | 57.1% | | (24 / 42) |
| | | Race | Black / Latinx | 85.9% | | (67 / 78) |
| | | | White / Other | 93.2% |  | (343 / 368) |
| | 15-16 | All | All | 93.7% | | (401 / 428) |
| | | ELL | Not ELL | 93.8% | | (396 / 422) |
| | | | ELL | 83.3% | | (5 / 6) |
| | | Gender | Female | 96.3% |  | (209 / 217) |
| | | | Male | 91.0% |  | (192 / 211) |
| | | InstrSetting | Not Special Ed | 95.8% | | (385 / 402) |
| | | | Special Ed | 61.5% | | (16 / 26) |
| | | Race | Black / Latinx | 85.9% | | (61 / 71) |
| | | | White / Other | 95.2% |  | (340 / 357) |

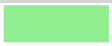
| Year | Status | Student Count | Stu Cnt |
|---|---|---|---|
| 15-16 | | | |
| | CC-LOCAL DOCUMENT RECIPIENT | 3 | 0.7% |
| | GN-NON-GRADUATE | 24 | 5.6% |
| | GY-GRADUATE | 401 | 93.7% |
| 16-17 | | | |
| | CC-LOCAL DOCUMENT RECIPIENT | 13 | 2.9% |
| | GN-NON-GRADUATE | 23 | 5.2% |
| | GY-GRADUATE | 410 | 91.9% |
| 17-18 | | | |
| | CC | 7 | 1.6% |
| | GN | 27 | 6.3% |
| | GY | 397 | 92.1% |
| 18-19 | | | |
| | CC | 6 | 1.2% |
| | GN | 38 | 7.9% |
| | GY | 440 | 90.9% |
| 19-20 | | | |
| | CC | 8 | 1.6% |
| | GN | 28 | 5.4% |

| | | | |
|---|---|---|---|
| 19-20 | GY | 479 | 93.0% |
| 20-21 | | | |
| | CC | 15 | 2.8% |
| | GN | 32 | 6.0% |
| | GY | 483 | 91.1% |
| 21-22 | | | |
| | CC | 15 | 2.6% |
| | GN | 29 | 5.1% |
| | GY | 527 | 92.3% |
| Total | | 3405 | |

| | Year | Group | Subgroup | % | Percent Enrolled in one or more courses at the grouped level Lexington High School | Number of Students |
|---|---|---|---|---|---|---|
| **Honors** | 21-22 | All | All | 50.2% | | (1225 / 2442) |
| | | ELL | Not ELL | 50.4% | | (1173 / 2329) |
| | | | ELL | 46.0% | | (52 / 113) |
| | | Gender | Female | 57.9% |  | (695 / 1201) |
| | | | Male | 42.7% |  | (530 / 1241) |
| | | InstrSetting | Not Special Ed | 55.1% | | (1198 / 2173) |
| | | | Special Ed | 10.0% | | (27 / 269) |
| | | Race | Black / Latinx | 35.7% | | (200 / 560) |
| | | | White / Other | 54.5% |  | (1025 / 1882) |
| | 20-21 | All | All | 46.4% | | (1053 / 2268) |
| | | ELL | Not ELL | 46.4% |  | (1010 / 2175) |
| | | | ELL | 46.2% | | (43 / 93) |
| | | Gender | Female | 55.2% |  | (605 / 1097) |
| | | | Male | 38.3% |  | (448 / 1171) |
| | | InstrSetting | Not Special Ed | 51.4% | | (1040 / 2023) |
| | | | Special Ed | 5.3% | | (13 / 245) |
| | | Race | Black / Latinx | 33.2% | | (157 / 473) |
| | | | White / Other | 49.9% |  | (896 / 1795) |
| | 19-20 | All | All | 48.2% | | (1072 / 2224) |
| | | ELL | Not ELL | 48.2% | | (1041 / 2160) |
| | | | ELL | 48.4% | | (31 / 64) |
| | | Gender | Female | 57.1% |  | (622 / 1090) |
| | | | Male | 39.7% |  | (450 / 1134) |
| | | InstrSetting | Not Special Ed | 53.4% | | (1055 / 1977) |
| | | | Special Ed | 6.9% | | (17 / 247) |
| | | Race | Black / Latinx | 34.4% | | (147 / 427) |
| | | | White / Other | 51.5% |  | (925 / 1797) |
| | 18-19 | All | All | 48.2% | | (1039 / 2155) |
| | | ELL | Not ELL | 48.2% | | (1010 / 2095) |
| | | | ELL | 48.3% | | (29 / 60) |
| | | Gender | Female | 57.6% |  | (586 / 1018) |
| | | | Male | 39.8% |  | (453 / 1137) |
| | | InstrSetting | Not Special Ed | 53.5% | | (1026 / 1917) |
| | | | Special Ed | 5.5% | | (13 / 238) |
| | | Race | Black / Latinx | 34.8% | | (138 / 396) |
| | | | White / Other | 51.2% |  | (901 / 1759) |
| | 17-18 | All | All | 51.6% |  | (1009 / 1954) |
| | | ELL | Not ELL | 51.9% |  | (990 / 1906) |

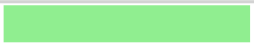
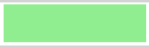
| | Year | Group | Subgroup | % | Percent Enrolled in one or more courses at the grouped level Lexington High School | Number of Students |
|---|---|---|---|---|---|---|
| **Honors** | 17-18 | ELL | ELL | 39.6% | | (19 / 48) |
| | | Gender | Female | 63.2% |  | (581 / 919) |
| | | | Male | 41.4% |  | (428 / 1035) |
| | | InstrSetting | Not Special Ed | 57.6% | | (994 / 1726) |
| | | | Special Ed | 6.6% | | (15 / 228) |
| | | Race | Black / Latinx | 34.9% | | (119 / 341) |
| | | | White / Other | 55.2% |  | (890 / 1613) |
| | 16-17 | All | All | 50.9% | | (967 / 1900) |
| | | ELL | Not ELL | 51.6% | | (960 / 1860) |
| | | | ELL | 17.5% | | (7 / 40) |
| | | Gender | Female | 61.8% |  | (543 / 879) |
| | | | Male | 41.5% |  | (424 / 1021) |
| | | InstrSetting | Not Special Ed | 56.5% | | (960 / 1699) |
| | | | Special Ed | 3.5% | | (7 / 201) |
| | | Race | Black / Latinx | 35.1% | | (97 / 276) |
| | | | White / Other | 53.6% |  | (870 / 1624) |
| | 15-16 | All | All | 37.9% | | (697 / 1839) |
| | | ELL | Not ELL | 38.4% | | (693 / 1806) |
| | | | ELL | 12.1% | | (4 / 33) |
| | | Gender | Female | 46.2% |  | (398 / 861) |
| | | | Male | 30.6% |  | (299 / 978) |
| | | InstrSetting | Not Special Ed | 41.5% | | (690 / 1661) |
| | | | Special Ed | 3.9% | | (7 / 178) |
| | | Race | Black / Latinx | 23.8% | | (64 / 269) |
| | | | White / Other | 40.3% |  | (633 / 1570) |

| | Year | Group | Subgroup | % | Percent Enrolled in one or more courses at the grouped level Lexington High School | Number of Students |
|---|---|---|---|---|---|---|
| **AP/IB** | 21-22 | All | All | 23.1% | | (565 / 2442) |
| | | ELL | Not ELL | 23.0% |  | (535 / 2329) |
| | | | ELL | 26.5% | | (30 / 113) |
| | | Gender | Female | 27.2% |  | (327 / 1201) |
| | | | Male | 19.2% |  | (238 / 1241) |
| | | InstrSetting | Not Special Ed | 25.9% | | (563 / 2173) |
| | | | Special Ed | 0.7% |  | (2 / 269) |
| | | Race | Black / Latinx | 15.0% | | (84 / 560) |
| | | | White / Other | 25.6% |  | (481 / 1882) |
| | 20-21 | All | All | 22.1% | | (502 / 2268) |
| | | ELL | Not ELL | 21.9% | | (476 / 2175) |
| | | | ELL | 28.0% | | (26 / 93) |
| | | Gender | Female | 26.7% |  | (293 / 1097) |
| | | | Male | 17.8% |  | (209 / 1171) |
| | | InstrSetting | Not Special Ed | 24.6% | | (498 / 2023) |
| | | | Special Ed | 1.6% |  | (4 / 245) |
| | | Race | Black / Latinx | 12.5% | | (59 / 473) |
| | | | White / Other | 24.7% |  | (443 / 1795) |
| | 19-20 | All | All | 25.2% | | (560 / 2224) |
| | | ELL | Not ELL | 25.0% |  | (540 / 2160) |
| | | | ELL | 31.3% | | (20 / 64) |
| | | Gender | Female | 30.4% |  | (331 / 1090) |
| | | | Male | 20.2% |  | (229 / 1134) |
| | | InstrSetting | Not Special Ed | 28.1% | | (556 / 1977) |
| | | | Special Ed | 1.6% |  | (4 / 247) |
| | | Race | Black / Latinx | 16.2% | | (69 / 427) |
| | | | White / Other | 27.3% |  | (491 / 1797) |
| | 18-19 | All | All | 24.6% | | (530 / 2155) |
| | | ELL | Not ELL | 24.6% | | (515 / 2095) |
| | | | ELL | 25.0% | | (15 / 60) |
| | | Gender | Female | 29.1% |  | (296 / 1018) |
| | | | Male | 20.6% |  | (234 / 1137) |
| | | InstrSetting | Not Special Ed | 27.5% | | (528 / 1917) |
| | | | Special Ed | 0.8% |  | (2 / 238) |
| | | Race | Black / Latinx | 17.2% | | (68 / 396) |
| | | | White / Other | 26.3% |  | (462 / 1759) |
| | 17-18 | All | All | 25.1% | | (490 / 1954) |
| | | ELL | Not ELL | 25.3% | | (483 / 1906) |
| | | | ELL | 14.6% | | (7 / 48) |

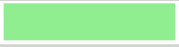
| | Year | Group | Subgroup | % | Percent Enrolled in one or more courses at the grouped level Lexington High School | Number of Students |
|---|---|---|---|---|---|---|
| **AP/IB** | 17-18 | Gender | Female | 29.9% |  | (275 / 919) |
| | | | Male | 20.8% |  | (215 / 1035) |
| | | InstrSetting | Not Special Ed | 28.2% | | (486 / 1726) |
| | | | Special Ed | 1.8% |  | (4 / 228) |
| | | Race | Black / Latinx | 14.1% | | (48 / 341) |
| | | | White / Other | 27.4% |  | (442 / 1613) |
| | 16-17 | All | All | 21.4% | | (407 / 1900) |
| | | ELL | Not ELL | 21.8% |  | (405 / 1860) |
| | | | ELL | 5.0% | | (2 / 40) |
| | | Gender | Female | 26.6% |  | (234 / 879) |
| | | | Male | 16.9% |  | (173 / 1021) |
| | | InstrSetting | Not Special Ed | 24.0% | | (407 / 1699) |
| | | | Special Ed | 0.0% | | (0 / 201) |
| | | Race | Black / Latinx | 11.2% | | (31 / 276) |
| | | | White / Other | 23.2% |  | (376 / 1624) |
| | 15-16 | All | All | 3.2% | | (59 / 1839) |
| | | ELL | Not ELL | 3.3% | | (59 / 1806) |
| | | | ELL | 0.0% | | (0 / 33) |
| | | Gender | Female | 3.4% |  | (29 / 861) |
| | | | Male | 3.1% |  | (30 / 978) |
| | | InstrSetting | Not Special Ed | 3.6% | | (59 / 1661) |
| | | | Special Ed | 0.0% | | (0 / 178) |
| | | Race | Black / Latinx | 1.5% |  | (4 / 269) |
| | | | White / Other | 3.5% |  | (55 / 1570) |

| | Year | Group | Subgroup | % | Percent Enrolled in one or more courses at the grouped level Lexington High School | Number of Students |
|---|---|---|---|---|---|---|
| **Dual Credit** | 21-22 | All | All | 7.7% | | (188 / 2442) |
| | | ELL | Not ELL | 8.0% | | (186 / 2329) |
| | | | ELL | 1.8% |  | (2 / 113) |
| | | Gender | Female | 12.2% |  | (147 / 1201) |
| | | | Male | 3.3% |  | (41 / 1241) |
| | | InstrSetting | Not Special Ed | 8.5% | | (185 / 2173) |
| | | | Special Ed | 1.1% |  | (3 / 269) |
| | | Race | Black / Latinx | 5.4% | | (30 / 560) |
| | | | White / Other | 8.4% |  | (158 / 1882) |
| | 20-21 | All | All | 6.9% | | (157 / 2268) |
| | | ELL | Not ELL | 7.1% | | (155 / 2175) |
| | | | ELL | 2.2% | | (2 / 93) |
| | | Gender | Female | 9.3% |  | (102 / 1097) |
| | | | Male | 4.7% |  | (55 / 1171) |
| | | InstrSetting | Not Special Ed | 7.6% | | (154 / 2023) |
| | | | Special Ed | 1.2% |  | (3 / 245) |
| | | Race | Black / Latinx | 1.9% |  | (9 / 473) |
| | | | White / Other | 8.2% |  | (148 / 1795) |
| | 19-20 | All | All | 7.1% | | (157 / 2224) |
| | | ELL | Not ELL | 7.2% | | (155 / 2160) |
| | | | ELL | 3.1% | | (2 / 64) |
| | | Gender | Female | 10.0% |  | (109 / 1090) |
| | | | Male | 4.2% |  | (48 / 1134) |
| | | InstrSetting | Not Special Ed | 7.8% | | (155 / 1977) |
| | | | Special Ed | 0.8% |  | (2 / 247) |
| | | Race | Black / Latinx | 3.5% | | (15 / 427) |
| | | | White / Other | 7.9% |  | (142 / 1797) |
| | 18-19 | All | All | 7.2% | | (155 / 2155) |
| | | ELL | Not ELL | 7.3% | | (152 / 2095) |
| | | | ELL | 5.0% | | (3 / 60) |
| | | Gender | Female | 9.6% |  | (98 / 1018) |
| | | | Male | 5.0% |  | (57 / 1137) |
| | | InstrSetting | Not Special Ed | 8.1% | | (155 / 1917) |
| | | | Special Ed | 0.0% | | (0 / 238) |
| | | Race | Black / Latinx | 4.0% | | (16 / 396) |
| | | | White / Other | 7.9% |  | (139 / 1759) |
| | 17-18 | All | All | 6.6% | | (128 / 1954) |
| | | ELL | Not ELL | 6.7% | | (128 / 1906) |
| | | | ELL | 0.0% | | (0 / 48) |

| | Year | Group | Subgroup | % | Percent Enrolled in one or more courses at the grouped level Lexington High School | Number of Students |
|---|---|---|---|---|---|---|
| **Dual Credit** | 17-18 | Gender | Female | 8.1% |  | (74 / 919) |
| | | | Male | 5.2% |  | (54 / 1035) |
| | | InstrSetting | Not Special Ed | 7.4% | | (127 / 1726) |
| | | | Special Ed | 0.4% |  | (1 / 228) |
| | | Race | Black / Latinx | 2.6% | | (9 / 341) |
| | | | White / Other | 7.4% |  | (119 / 1613) |
| | 16-17 | All | All | 3.4% | | (64 / 1900) |
| | | ELL | Not ELL | 3.4% | | (64 / 1860) |
| | | | ELL | 0.0% | | (0 / 40) |
| | | Gender | Female | 4.7% |  | (41 / 879) |
| | | | Male | 2.3% |  | (23 / 1021) |
| | | InstrSetting | Not Special Ed | 3.8% | | (64 / 1699) |
| | | | Special Ed | 0.0% | | (0 / 201) |
| | | Race | Black / Latinx | 1.4% |  | (4 / 276) |
| | | | White / Other | 3.7% |  | (60 / 1624) |
| | 15-16 | All | All | 2.3% |  | (42 / 1839) |
| | | ELL | Not ELL | 2.3% |  | (42 / 1806) |
| | | | ELL | 0.0% | | (0 / 33) |
| | | Gender | Female | 3.9% |  | (34 / 861) |
| | | | Male | 0.8% |  | (8 / 978) |
| | | InstrSetting | Not Special Ed | 2.5% | | (42 / 1661) |
| | | | Special Ed | 0.0% | | (0 / 178) |
| | | Race | Black / Latinx | 0.0% | | (0 / 269) |
| | | | White / Other | 2.7% |  | (42 / 1570) |

| | Year | Group | Subgroup | % | Percent of students absent 10 percent or more of their membership days for Lexington High School | Number of Students |
|---|---|---|---|---|---|---|
| **Chronic Absences** | 21-22 | All | All | 33.2% | | (814 / 2450) |
| | | ELL | Not ELL | 33.0% |  | (787 / 2383) |
| | | | ELL | 40.3% | | (27 / 67) |
| | | Gender | Female | 31.8% |  | (383 / 1205) |
| | | | Male | 34.6% |  | (431 / 1245) |
| | | InstrSetting | Not Special Ed | 32.3% | | (703 / 2179) |
| | | | Special Ed | 41.0% | | (111 / 271) |
| | | Race | Black / Latinx | 35.1% | | (182 / 519) |
| | | | White / Other | 32.7% |  | (632 / 1931) |
| | 20-21 | All | All | 19.6% | | (445 / 2268) |
| | | ELL | Not ELL | 19.3% | | (426 / 2206) |
| | | | ELL | 30.6% | | (19 / 62) |
| | | Gender | Female | 18.6% |  | (204 / 1097) |
| | | | Male | 20.6% |  | (241 / 1171) |
| | | InstrSetting | Not Special Ed | 18.5% | | (375 / 2023) |
| | | | Special Ed | 28.6% | | (70 / 245) |
| | | Race | Black / Latinx | 24.5% | | (116 / 473) |
| | | | White / Other | 18.3% |  | (329 / 1795) |
| | 19-20 | All | All | 13.8% | | (306 / 2224) |
| | | ELL | Not ELL | 13.7% | | (300 / 2189) |
| | | | ELL | 17.1% | | (6 / 35) |
| | | Gender | Female | 13.9% |  | (152 / 1090) |
| | | | Male | 13.6% |  | (154 / 1134) |
| | | InstrSetting | Not Special Ed | 12.6% | | (249 / 1977) |
| | | | Special Ed | 23.1% | | (57 / 247) |
| | | Race | Black / Latinx | 15.0% | | (64 / 427) |
| | | | White / Other | 13.5% |  | (242 / 1797) |
| | 18-19 | All | All | 18.9% | | (407 / 2155) |
| | | ELL | Not ELL | 19.1% |  | (405 / 2123) |
| | | | ELL | 6.3% | | (2 / 32) |
| | | Gender | Female | 19.0% |  | (193 / 1018) |
| | | | Male | 18.8% |  | (214 / 1137) |
| | | InstrSetting | Not Special Ed | 17.2% | | (329 / 1917) |
| | | | Special Ed | 32.8% | | (78 / 238) |
| | | Race | Black / Latinx | 22.0% | | (87 / 396) |
| | | | White / Other | 18.2% |  | (320 / 1759) |
| | 17-18 | All | All | 12.5% | | (245 / 1961) |
| | | ELL | Not ELL | 14.5% | | (284 / 1955) |

| | Year | Group | Subgroup | % | Percent of students absent 10 percent or more of their membership days for Lexington High School | Number of Students |
|---|---|---|---|---|---|---|
| **Chronic Absences** | 17-18 | ELL | ELL | 9.7% | | (3 / 31) |
| | | Gender | Female | 12.6% |  | (116 / 922) |
| | | | Male | 12.4% |  | (129 / 1039) |
| | | InstrSetting | Not Special Ed | 10.3% | | (178 / 1735) |
| | | | Special Ed | 21.4% | | (49 / 229) |
| | | Race | Black / Latinx | 18.3% | | (63 / 344) |
| | | | White / Other | 11.3% |  | (182 / 1617) |
| | 16-17 | All | All | 8.5% | | (163 / 1914) |
| | | ELL | Not ELL | 8.5% | | (159 / 1879) |
| | | | ELL | 11.4% | | (4 / 35) |
| | | Gender | Female | 8.5% |  | (75 / 886) |
| | | | Male | 8.6% |  | (88 / 1028) |
| | | InstrSetting | Not Special Ed | 7.5% | | (129 / 1713) |
| | | | Special Ed | 16.9% | | (34 / 201) |
| | | Race | Black / Latinx | 11.4% | | (32 / 280) |
| | | | White / Other | 8.0% |  | (131 / 1634) |
| | 15-16 | All | All | 8.2% | | (151 / 1847) |
| | | ELL | Not ELL | 8.3% | | (150 / 1815) |
| | | | ELL | 3.1% | | (1 / 32) |
| | | Gender | Female | 7.9% |  | (68 / 865) |
| | | | Male | 8.5% |  | (83 / 982) |
| | | InstrSetting | Not Special Ed | 7.5% | | (125 / 1667) |
| | | | Special Ed | 14.4% | | (26 / 180) |
| | | Race | Black / Latinx | 10.3% | | (28 / 272) |
| | | | White / Other | 7.8% |  | (123 / 1575) |
| | 14-15 | All | All | 6.5% | | (116 / 1776) |
| | | ELL | Not ELL | 6.6% | | (114 / 1733) |
| | | | ELL | 4.7% | | (2 / 43) |
| | | Gender | Female | 6.6% |  | (56 / 848) |
| | | | Male | 6.5% |  | (60 / 928) |
| | | InstrSetting | Not Special Ed | 5.9% | | (95 / 1614) |
| | | | Special Ed | 13.0% | | (21 / 162) |
| | | Race | Black / Latinx | 5.2% | | (12 / 230) |
| | | | White / Other | 6.7% |  | (104 / 1546) |

| | Year | Group | Subgroup | % | Percent of students with one or more referrals or suspensions for Lexington High School | Number of Students |
|---|---|---|---|---|---|---|
| **Referrals** | 21-22 | All | All | 33.0% | | (808 / 2449) |
| | | ELL | Not ELL | 32.8% | | (780 / 2381) |
| | | | ELL | 41.2% | | (28 / 68) |
| | | Gender | Female | 25.9% |  | (312 / 1205) |
| | | | Male | 39.9% |  | (496 / 1244) |
| | | InstrSetting | Not Special Ed | 32.4% | | (707 / 2179) |
| | | | Special Ed | 37.4% | | (101 / 270) |
| | | Race | Black / Latinx | 44.7% | | (204 / 456) |
| | | | White / Other | 30.3% |  | (604 / 1993) |
| | 20-21 | All | All | 10.0% | | (227 / 2268) |
| | | ELL | Not ELL | 10.0% | | (221 / 2203) |
| | | | ELL | 9.2% | | (6 / 65) |
| | | Gender | Female | 6.1% |  | (67 / 1097) |
| | | | Male | 13.7% |  | (160 / 1171) |
| | | InstrSetting | Not Special Ed | 9.8% | | (198 / 2023) |
| | | | Special Ed | 11.8% | | (29 / 245) |
| | | Race | Black / Latinx | 12.1% | | (46 / 380) |
| | | | White / Other | 9.6% |  | (181 / 1888) |
| | 19-20 | All | All | 34.5% | | (767 / 2224) |
| | | ELL | Not ELL | 34.7% |  | (754 / 2170) |
| | | | ELL | 24.1% | | (13 / 54) |
| | | Gender | Female | 27.3% |  | (298 / 1090) |
| | | | Male | 41.4% |  | (469 / 1134) |
| | | InstrSetting | Not Special Ed | 34.3% | | (678 / 1977) |
| | | | Special Ed | 36.0% | | (89 / 247) |
| | | Race | Black / Latinx | 51.2% | | (175 / 342) |
| | | | White / Other | 31.5% |  | (592 / 1882) |
| | 18-19 | All | All | 50.2% | | (1081 / 2155) |
| | | ELL | Not ELL | 50.4% | | (1059 / 2102) |
| | | | ELL | 41.5% | | (22 / 53) |
| | | Gender | Female | 39.9% |  | (406 / 1018) |
| | | | Male | 59.4% |  | (675 / 1137) |
| | | InstrSetting | Not Special Ed | 50.5% | | (968 / 1917) |
| | | | Special Ed | 47.5% | | (113 / 238) |
| | | Race | Black / Latinx | 60.5% | | (201 / 332) |
| | | | White / Other | 48.3% |  | (880 / 1823) |
| | 17-18 | All | All | 43.7% | | (875 / 2001) |
| | | ELL | Not ELL | 43.7% | | (851 / 1949) |

| | Year | Group | Subgroup | % | Percent of students with one or more referrals or suspensions for Lexington High School | Number of Students |
|---|---|---|---|---|---|---|
| **Referrals** | 17-18 | ELL | ELL | 46.2% | | (24 / 52) |
| | | Gender | Female | 35.2% |  | (332 / 943) |
| | | | Male | 51.3% |  | (543 / 1058) |
| | | InstrSetting | Not Special Ed | 42.8% | | (754 / 1760) |
| | | | Special Ed | 50.2% | | (121 / 241) |
| | | Race | Black / Latinx | 62.0% | | (186 / 300) |
| | | | White / Other | 40.5% |  | (689 / 1701) |
| | 16-17 | All | All | 44.3% | | (848 / 1914) |
| | | ELL | Not ELL | 44.2% | | (830 / 1879) |
| | | | ELL | 51.4% | | (18 / 35) |
| | | Gender | Female | 40.2% |  | (356 / 886) |
| | | | Male | 47.9% |  | (492 / 1028) |
| | | InstrSetting | Not Special Ed | 43.4% | | (743 / 1713) |
| | | | Special Ed | 52.2% | | (105 / 201) |
| | | Race | Black / Latinx | 58.4% | | (163 / 279) |
| | | | White / Other | 41.9% |  | (685 / 1635) |
| | 15-16 | All | All | 37.3% | | (689 / 1847) |
| | | ELL | Not ELL | 36.9% | | (670 / 1815) |
| | | | ELL | 59.4% | | (19 / 32) |
| | | Gender | Female | 28.9% |  | (250 / 865) |
| | | | Male | 44.7% |  | (439 / 982) |
| | | InstrSetting | Not Special Ed | 36.8% | | (613 / 1667) |
| | | | Special Ed | 42.2% | | (76 / 180) |
| | | Race | Black / Latinx | 56.3% | | (153 / 272) |
| | | | White / Other | 34.0% |  | (536 / 1575) |
| | 14-15 | All | All | 37.3% | | (662 / 1776) |
| | | ELL | Not ELL | 37.0% | | (641 / 1733) |
| | | | ELL | 48.8% | | (21 / 43) |
| | | Gender | Female | 31.6% |  | (268 / 848) |
| | | | Male | 42.5% |  | (394 / 928) |
| | | InstrSetting | Not Special Ed | 36.1% | | (583 / 1614) |
| | | | Special Ed | 48.8% | | (79 / 162) |
| | | Race | Black / Latinx | 47.6% | | (109 / 229) |
| | | | White / Other | 35.7% |  | (553 / 1547) |

| | Year | Group | Subgroup | % | Percent of students with one or more referrals or suspensions for Lexington High School | Number of Students |
|---|---|---|---|---|---|---|
| **In School Suspensions** | 21-22 | All | All | 15.1% | | (369 / 2449) |
| | | ELL | Not ELL | 14.7% | | (351 / 2381) |
| | | | ELL | 26.5% | | (18 / 68) |
| | | Gender | Female | 11.5% |  | (139 / 1205) |
| | | | Male | 18.5% |  | (230 / 1244) |
| | | InstrSetting | Not Special Ed | 14.0% | | (306 / 2179) |
| | | | Special Ed | 23.3% | | (63 / 270) |
| | | Race | Black / Latinx | 25.0% | | (114 / 456) |
| | | | White / Other | 12.8% |  | (255 / 1993) |
| | 20-21 | All | All | 3.3% | | (74 / 2268) |
| | | ELL | Not ELL | 3.3% | | (72 / 2203) |
| | | | ELL | 3.1% | | (2 / 65) |
| | | Gender | Female | 1.5% |  | (17 / 1097) |
| | | | Male | 4.9% |  | (57 / 1171) |
| | | InstrSetting | Not Special Ed | 3.1% | | (62 / 2023) |
| | | | Special Ed | 4.9% | | (12 / 245) |
| | | Race | Black / Latinx | 3.7% | | (14 / 380) |
| | | | White / Other | 3.2% |  | (60 / 1888) |
| | 19-20 | All | All | 11.6% | | (259 / 2224) |
| | | ELL | Not ELL | 11.9% | | (258 / 2170) |
| | | | ELL | 1.9% |  | (1 / 54) |
| | | Gender | Female | 7.3% |  | (80 / 1090) |
| | | | Male | 15.8% |  | (179 / 1134) |
| | | InstrSetting | Not Special Ed | 10.9% | | (215 / 1977) |
| | | | Special Ed | 17.8% | | (44 / 247) |
| | | Race | Black / Latinx | 23.4% | | (80 / 342) |
| | | | White / Other | 9.5% |  | (179 / 1882) |
| | 18-19 | All | All | 18.6% | | (400 / 2155) |
| | | ELL | Not ELL | 18.7% | | (394 / 2102) |
| | | | ELL | 11.3% | | (6 / 53) |
| | | Gender | Female | 11.0% |  | (112 / 1018) |
| | | | Male | 25.3% |  | (288 / 1137) |
| | | InstrSetting | Not Special Ed | 17.2% | | (329 / 1917) |
| | | | Special Ed | 29.8% | | (71 / 238) |
| | | Race | Black / Latinx | 27.7% | | (92 / 332) |
| | | | White / Other | 16.9% |  | (308 / 1823) |
| | 17-18 | All | All | 18.0% | | (360 / 2001) |
| | | ELL | Not ELL | 18.2% | | (354 / 1949) |
| | | | ELL | 11.5% | | (6 / 52) |

| | Year | Group | Subgroup | % | Percent of students with one or more referrals or suspensions for Lexington High School | Number of Students |
|---|---|---|---|---|---|---|
| **In School Suspensions** | 17-18 | Gender | Female | 12.0% |  | (113 / 943) |
| | | | Male | 23.3% |  | (247 / 1058) |
| | | InstrSetting | Not Special Ed | 16.5% | | (290 / 1760) |
| | | | Special Ed | 29.0% | | (70 / 241) |
| | | Race | Black / Latinx | 33.7% | | (101 / 300) |
| | | | White / Other | 15.2% |  | (259 / 1701) |
| | 16-17 | All | All | 19.0% | | (363 / 1914) |
| | | ELL | Not ELL | 18.8% | | (354 / 1879) |
| | | | ELL | 25.7% | | (9 / 35) |
| | | Gender | Female | 13.3% |  | (118 / 886) |
| | | | Male | 23.8% |  | (245 / 1028) |
| | | InstrSetting | Not Special Ed | 17.5% | | (299 / 1713) |
| | | | Special Ed | 31.8% | | (64 / 201) |
| | | Race | Black / Latinx | 36.9% | | (103 / 279) |
| | | | White / Other | 15.9% |  | (260 / 1635) |
| | 15-16 | All | All | 18.6% | | (343 / 1847) |
| | | ELL | Not ELL | 18.4% | | (334 / 1815) |
| | | | ELL | 28.1% | | (9 / 32) |
| | | Gender | Female | 12.5% |  | (108 / 865) |
| | | | Male | 23.9% |  | (235 / 982) |
| | | InstrSetting | Not Special Ed | 17.7% | | (295 / 1667) |
| | | | Special Ed | 26.7% | | (48 / 180) |
| | | Race | Black / Latinx | 31.6% | | (86 / 272) |
| | | | White / Other | 16.3% |  | (257 / 1575) |
| | 14-15 | All | All | 16.6% | | (294 / 1776) |
| | | ELL | Not ELL | 16.4% | | (285 / 1733) |
| | | | ELL | 20.9% | | (9 / 43) |
| | | Gender | Female | 11.2% |  | (95 / 848) |
| | | | Male | 21.4% |  | (199 / 928) |
| | | InstrSetting | Not Special Ed | 15.4% | | (248 / 1614) |
| | | | Special Ed | 28.4% | | (46 / 162) |
| | | Race | Black / Latinx | 26.6% | | (61 / 229) |
| | | | White / Other | 15.1% |  | (233 / 1547) |

| | Year | Group | Subgroup | % | Percent of students with one or more referrals or suspensions for Lexington High School | Number of Students |
|---|---|---|---|---|---|---|
| **Out of School Suspensions** | 21-22 | All | All | 5.6% | | (136 / 2449) |
| | | ELL | Not ELL | 5.5% | | (131 / 2381) |
| | | | ELL | 7.4% | | (5 / 68) |
| | | Gender | Female | 2.4% |  | (29 / 1205) |
| | | | Male | 8.6% |  | (107 / 1244) |
| | | InstrSetting | Not Special Ed | 4.9% | | (107 / 2179) |
| | | | Special Ed | 10.7% | | (29 / 270) |
| | | Race | Black / Latinx | 10.1% | | (46 / 456) |
| | | | White / Other | 4.5% |  | (90 / 1993) |
| | 20-21 | All | All | 1.1% |  | (26 / 2268) |
| | | ELL | Not ELL | 1.0% |  | (23 / 2203) |
| | | | ELL | 4.6% | | (3 / 65) |
| | | Gender | Female | 0.2% |  | (2 / 1097) |
| | | | Male | 2.0% |  | (24 / 1171) |
| | | InstrSetting | Not Special Ed | 0.9% |  | (18 / 2023) |
| | | | Special Ed | 3.3% | | (8 / 245) |
| | | Race | Black / Latinx | 1.8% |  | (7 / 380) |
| | | | White / Other | 1.0% |  | (19 / 1888) |
| | 19-20 | All | All | 6.3% | | (141 / 2224) |
| | | ELL | Not ELL | 6.5% | | (140 / 2170) |
| | | | ELL | 1.9% |  | (1 / 54) |
| | | Gender | Female | 3.8% |  | (41 / 1090) |
| | | | Male | 8.8% |  | (100 / 1134) |
| | | InstrSetting | Not Special Ed | 5.5% | | (109 / 1977) |
| | | | Special Ed | 13.0% | | (32 / 247) |
| | | Race | Black / Latinx | 14.0% | | (48 / 342) |
| | | | White / Other | 4.9% |  | (93 / 1882) |
| | 18-19 | All | All | 9.6% | | (206 / 2155) |
| | | ELL | Not ELL | 9.7% | | (204 / 2102) |
| | | | ELL | 3.8% | | (2 / 53) |
| | | Gender | Female | 4.1% |  | (42 / 1018) |
| | | | Male | 14.4% |  | (164 / 1137) |
| | | InstrSetting | Not Special Ed | 8.2% | | (157 / 1917) |
| | | | Special Ed | 20.6% | | (49 / 238) |
| | | Race | Black / Latinx | 17.2% | | (57 / 332) |
| | | | White / Other | 8.2% |  | (149 / 1823) |
| | 17-18 | All | All | 8.6% | | (173 / 2001) |
| | | ELL | Not ELL | 8.7% | | (170 / 1949) |
| | | | ELL | 5.8% | | (3 / 52) |

| | Year | Group | Subgroup | % | Percent of students with one or more referrals or suspensions for Lexington High School | Number of Students |
|---|---|---|---|---|---|---|
| **Out of School Suspensions** | 17-18 | Gender | Female | 3.9% |  | (37 / 943) |
| | | | Male | 12.9% |  | (136 / 1058) |
| | | InstrSetting | Not Special Ed | 7.3% | | (128 / 1760) |
| | | | Special Ed | 18.7% | | (45 / 241) |
| | | Race | Black / Latinx | 18.0% | | (54 / 300) |
| | | | White / Other | 7.0% |  | (119 / 1701) |
| | 16-17 | All | All | 6.2% | | (118 / 1914) |
| | | ELL | Not ELL | 6.1% | | (114 / 1879) |
| | | | ELL | 11.4% | | (4 / 35) |
| | | Gender | Female | 2.7% |  | (24 / 886) |
| | | | Male | 9.1% |  | (94 / 1028) |
| | | InstrSetting | Not Special Ed | 5.0% | | (85 / 1713) |
| | | | Special Ed | 16.4% | | (33 / 201) |
| | | Race | Black / Latinx | 14.3% | | (40 / 279) |
| | | | White / Other | 4.8% |  | (78 / 1635) |
| | 15-16 | All | All | 6.8% | | (125 / 1847) |
| | | ELL | Not ELL | 6.8% | | (123 / 1815) |
| | | | ELL | 6.3% | | (2 / 32) |
| | | Gender | Female | 3.7% |  | (32 / 865) |
| | | | Male | 9.5% |  | (93 / 982) |
| | | InstrSetting | Not Special Ed | 6.1% | | (102 / 1667) |
| | | | Special Ed | 12.8% | | (23 / 180) |
| | | Race | Black / Latinx | 16.9% | | (46 / 272) |
| | | | White / Other | 5.0% |  | (79 / 1575) |
| | 14-15 | All | All | 5.6% | | (99 / 1776) |
| | | ELL | Not ELL | 5.7% | | (98 / 1733) |
| | | | ELL | 2.3% | | (1 / 43) |
| | | Gender | Female | 2.8% |  | (24 / 848) |
| | | | Male | 8.1% |  | (75 / 928) |
| | | InstrSetting | Not Special Ed | 4.8% | | (78 / 1614) |
| | | | Special Ed | 13.0% | | (21 / 162) |
| | | Race | Black / Latinx | 9.2% | | (21 / 229) |
| | | | White / Other | 5.0% |  | (78 / 1547) |

# SCDE Survey Results

0 - 74.9% Red  75 - 84.9% Yellow  85% plus Green

| Question | Year | Students | Student Percent Positive | Teachers | Teachers Percent Positive | Parents | Parents Percent Positive |
|---|---|---|---|---|---|---|---|
| **CURRENT WORKING CONDITIONS** | | | | | | | |
| I have sufficient space in my classroom to meet the educational needs of my students. | 20-21 | | | 102 | 87.2% | | |
| | 18-19 | | | 83 | 90.4% | | |
| | 21-22 | | | | | | |
| My non-instructional duties do not interfere with my essential role of educating students. | 21-22 | | | | | | |
| | 20-21 | | | 102 | 83.3% | | |
| | 18-19 | | | 83 | 80.7% | | |
| I have access to reliable communication technology, including phone, fax, and e-mail. | 21-22 | | | 133 | 90.2% | | |
| | 20-21 | | | 102 | 100.0% | | |
| | 18-19 | | | 83 | 100.0% | | |
| I feel supported by administrators at my school. | 21-22 | | | 132 | 98.5% | | |
| | 20-21 | | | 102 | 90.2% | | |
| | 18-19 | | | 83 | 95.2% | | |
| The faculty and staff at my school have a shared vision. | 21-22 | | | 133 | 90.2% | | |
| | 20-21 | | | 102 | 93.2% | | |
| | 18-19 | | | 83 | 94.0% | | |
| I am familiar with local, state, and national policies and how they affect teaching and learning. | 21-22 | | | 129 | 84.5% | | |
| | 20-21 | | | 102 | 98.1% | | |
| | 18-19 | | | 83 | 97.6% | | |
| Local, state, or national policies assist me in meeting the educational needs of my students. | 21-22 | | | 131 | 84.7% | | |
| | 20-21 | | | 102 | 84.3% | | |
| | 18-19 | | | 83 | 75.9% | | |
| The school leadership makes a sustained effort to address teacher concerns. | 21-22 | | | 135 | 94.8% | | |
| | 20-21 | | | 101 | 88.1% | | |
| | 18-19 | | | 83 | 92.8% | | |
| My decisions in areas such as instruction and student progress are supported. | 21-22 | | | 131 | 84.7% | | |
| | 20-21 | | | 102 | 92.1% | | |

| Question | Year | Students | Student Percent Positive | Teachers | Teachers Percent Positive | Parents | Parents Percent Positive |
|---|---|---|---|---|---|---|---|
| My decisions in areas such as instruction and stude | 18-19 | | | 83 | 94.0% | | |
| Teachers at my school are encouraged to develop innovative solutions to problems. | 21-22 | | | 135 | 94.8% | | |
| | 20-21 | | | 101 | 96.0% | | |
| | 18-19 | | | 83 | 95.2% | | |
| I feel comfortable raising issues and concerns that are important to me. | 21-22 | | | 131 | 84.7% | | |
| | 20-21 | | | 102 | 83.3% | | |
| | 18-19 | | | 83 | 91.6% | | |
| Sufficient resources are available to allow teachers to take advantage of professional development activities. | 21-22 | | | 133 | 94.0% | | |
| | 20-21 | | | 101 | 95.0% | | |
| | 18-19 | | | 83 | 95.2% | | |
| My class sizes allow me to meet the educational needs of my students. | 21-22 | | | 132 | 90.2% | | |
| | 20-21 | | | 102 | 84.3% | | |
| | 18-19 | | | 83 | 82.0% | | |
| I AM SATISFIED WITH MY CURRENT WORKING CONDITIONS. | 21-22 | | | 133 | 94.0% | | |
| | 20-21 | | | 102 | 96.1% | | |
| | 18-19 | | | 83 | 97.6% | | |

| Question | Year | Students | Student Percent Positive | Teachers | Teachers Percent Positive | Parents | Parents Percent Positive |
|---|---|---|---|---|---|---|---|
| **HOME-SCHOOL RELATIONS** | | | | | | | |
| I AM SATISFIED WITH HOME-SCHOOL RELATIONS. | 21-22 | 1779 | 93.0% | | | 52 | 69.3% |
| | 20-21 | 178 | 88.7% | 102 | 96.1% | 352 | 68.2% |
| | 18-19 | 345 | 84.3% | 83 | 97.6% | 105 | 71.4% |
| My parent knows what I am expected to learn in school. | 21-22 | 1862 | 86.3% | | | 68 | 58.8% |
| | 20-21 | 178 | 78.7% | | | 352 | 60.0% |
| | 18-19 | 346 | 83.8% | | | 108 | 66.6% |
| My parent knows how well I am doing in school. | 21-22 | 1860 | 94.2% | | | | |
| | 20-21 | 178 | 91.6% | | | | |
| | 18-19 | 346 | 91.6% | | | | |
| My school informs parents about school programs and activities. | 21-22 | 1844 | 89.4% | 130 | 98.4% | | |
| | 20-21 | 178 | 82.6% | 101 | 97.0% | | |
| | 18-19 | 345 | 86.3% | 83 | 96.4% | | |
| Parents at my school know their children's homework assignments. | 21-22 | 1811 | 62.9% | 130 | 87.7% | | |
| | 20-21 | 178 | 52.8% | 102 | 96.0% | | |
| | 18-19 | 346 | 68.8% | 83 | 94.0% | | |
| My parent helps me with my homework when I need it. | 21-22 | 1800 | 77.6% | | | | |
| | 20-21 | 178 | 71.4% | | | | |
| | 18-19 | 346 | 74.0% | | | | |
| Parents are welcomed at my school. | 21-22 | 1774 | 90.5% | | | | |
| | 20-21 | 178 | 86.5% | | | | |
| | 18-19 | 345 | 89.3% | | | | |
| Parents volunteer and participate in activities at my school. | 21-22 | 1707 | 70.2% | 96 | 74.0% | | |
| | 20-21 | 178 | 70.3% | 102 | 56.8% | | |
| | 18-19 | 346 | 75.7% | 83 | 51.8% | | |
| My child's teachers contact me to say good things about my child. | 21-22 | | | | | 66 | 37.9% |
| | 20-21 | | | | | 352 | 78.1% |
| | 18-19 | | | | | 107 | 48.6% |
| My child's teachers tell me how I can help my child learn. | 21-22 | | | | | 63 | 44.5% |
| | 20-21 | | | | | 339 | 41.0% |
| | 18-19 | | | | | 106 | 44.4% |

| Question | Year | Students | Student Percent Positive | Teachers | Teachers Percent Positive | Parents | Parents Percent Positive |
|---|---|---|---|---|---|---|---|
| My child's teachers invite me to visit my child's classrooms during the school day. | 21-22 | | | | | 67 | 83.6% |
| | 20-21 | | | | | 346 | 39.3% |
| | 18-19 | | | | | 105 | 24.7% |
| My child's school returns my phone calls or e-mails promptly. | 21-22 | | | | | 66 | 81.8% |
| | 20-21 | | | | | 349 | 78.6% |
| | 18-19 | | | | | 106 | 82.1% |
| Parents are involved in school decisions. | 21-22 | | | 134 | 85.0% | | |
| | 20-21 | | | 102 | 86.3% | 351 | 78.1% |
| | 18-19 | | | 83 | 88.0% | 105 | 61.9% |
| My child's school considers changes based on what parents say. | 21-22 | | | | | 61 | 93.4% |
| | 20-21 | | | | | 352 | 46.1% |
| | 18-19 | | | | | 105 | 53.3% |
| My child's school schedules activities at times that I can attend. | 21-22 | | | | | 61 | 93.4% |
| | 20-21 | | | | | 352 | 76.4% |
| | 18-19 | | | | | 105 | 83.8% |
| My child's school treats all students fairly. | 21-22 | | | | | 63 | 95.3% |
| | 20-21 | | | | | 352 | 85.2% |
| | 18-19 | | | | | 108 | 58.4% |
| The principal at my child's school is available and welcoming. | 21-22 | | | | | 62 | 88.7% |
| | 20-21 | | | | | 352 | 72.1% |
| | 18-19 | | | | | 105 | 75.3% |
| Parents at my school are aware of school policies. | 21-22 | | | 132 | 90.9% | | |
| | 20-21 | | | 101 | 92.1% | | |
| | 18-19 | | | 83 | 97.6% | | |
| Parents at my school understand the school's instructional programs. | 21-22 | | | 129 | 93.8% | | |
| | 20-21 | | | 101 | 94.1% | | |
| | 18-19 | | | 83 | 95.2% | | |
| Parents at my school support instructional decisions regarding their children. | 21-22 | | | 127 | 92.1% | | |
| | 20-21 | | | 102 | 95.1% | | |
| | 18-19 | | | 83 | 96.4% | | |
| Parents attend conferences requested by teachers at my school. | 21-22 | | | 120 | 94.1% | | |

| Question | Year | Students | Student Percent Positive | Teachers | Teachers Percent Positive | Parents | Parents Percent Positive |
|---|---|---|---|---|---|---|---|
| Parents attend conferences requested by teachers at my school. | 20-21 | | | 102 | 93.2% | | |
| | 18-19 | | | 83 | 91.5% | | |
| Parents at my school cooperate regarding discipline problems. | 21-22 | | | 122 | 86.9% | | |
| | 20-21 | | | 102 | 89.2% | | |
| | 18-19 | | | 83 | 97.5% | | |
| Parents attend school meetings and other school events. | 21-22 | | | 124 | 91.1% | | |
| | 20-21 | | | 102 | 88.3% | | |
| | 18-19 | | | 83 | 94.0% | | |

| Question | Year | Students | Student Percent Positive | Teachers | Teachers Percent Positive | Parents | Parents Percent Positive |
|---|---|---|---|---|---|---|---|
| **LEARNING ENVIRONMENT** | | | | | | | |
| I AM SATISFIED WITH THE LEARNING ENVIRONMENT IN MY SCHOOL. | 21-22 | 1819 | 83.3% | 134 | 94.8% | 70 | 85.7% |
| | 20-21 | 179 | 76.5% | 101 | 95.1% | 352 | 61.7% |
| | 18-19 | 346 | 81.8% | 83 | 96.4% | 106 | 84.9% |
| My classes are challenging (not too easy; they make me think). | 21-22 | 1884 | 86.2% | 135 | 100.0% | 71 | 88.8% |
| | 20-21 | 179 | 88.8% | 102 | 99.0% | 352 | 88.0% |
| | 18-19 | 346 | 87.2% | 83 | 100.0% | 108 | 92.6% |
| My teachers want me to understand what I am learning, not just remember facts. | 21-22 | 1879 | 86.1% | 132 | 98.5% | | |
| | 20-21 | 179 | 81.5% | 102 | 98.1% | | |
| | 18-19 | 346 | 84.1% | 83 | 98.8% | | |
| My teachers expect students to learn. | 21-22 | 1896 | 96.6% | 135 | 97.7% | 70 | 95.7% |
| | 20-21 | 179 | 96.7% | 102 | 99.0% | 352 | 84.1% |
| | 18-19 | 345 | 94.8% | 83 | 100.0% | 106 | 94.3% |
| My teachers expect students to behave. | 21-22 | 1898 | 97.8% | | | | |
| | 20-21 | 179 | 96.6% | | | | |
| | 18-19 | 346 | 95.9% | | | | |
| My teachers spend enough time helping me learn. | 21-22 | 1867 | 86.8% | 131 | 98.5% | | |
| | 20-21 | 179 | 82.7% | 101 | 99.0% | | |
| | 18-19 | 346 | 81.2% | 83 | 97.6% | | |
| My teachers help students when they do not understand something. | 21-22 | 1876 | 91.8% | 131 | 96.9% | 67 | 80.6% |
| | 20-21 | 179 | 89.4% | 102 | 94.1% | 350 | 78.0% |
| | 18-19 | 346 | 85.2% | 83 | 95.2% | 106 | 73.6% |
| My teachers do a good job teaching me mathematics. | 21-22 | 1842 | 83.5% | | | | |
| | 20-21 | 179 | 77.1% | | | | |
| | 18-19 | 346 | 76.3% | | | | |
| My teachers do a good job teaching me English language arts. | 21-22 | 1858 | 92.9% | | | | |
| | 20-21 | 179 | 86.5% | | | | |
| | 18-19 | 346 | 89.0% | | | | |
| My teachers give tests on what I learn in class. | 21-22 | 1890 | 95.1% | | | | |
| | 20-21 | 179 | 94.4% | | | | |
| | 18-19 | 346 | 91.9% | | | | |

| Question | Year | Students | Student Percent Positive | Teachers | Teachers Percent Positive | Parents | Parents Percent Positive |
|---|---|---|---|---|---|---|---|
| My teachers give homework assignments that help me learn better. | 21-22 | 1843 | 75.7% | | | 68 | 88.3% |
| | 20-21 | 179 | 68.7% | | | 352 | 77.0% |
| | 18-19 | 346 | 76.6% | | | 108 | 83.3% |
| My classes are interesting and fun. | 21-22 | 1854 | 68.4% | | | | |
| | 20-21 | 179 | 64.8% | | | | |
| | 18-19 | 346 | 72.0% | | | | |
| Students at my school believe they can do good work. | 21-22 | 1769 | 77.8% | | | | |
| | 20-21 | 178 | 71.3% | | | | |
| | 18-19 | 346 | 76.6% | | | | |
| My teachers praise students when they do good work. | 21-22 | 1821 | 78.7% | | | | |
| | 20-21 | 178 | 79.7% | | | | |
| | 18-19 | 346 | 76.9% | | | | |
| Work done by students can be seen on the walls of my school. | 21-22 | 1836 | 88.2% | | | | |
| | 20-21 | 179 | 87.2% | | | | |
| | 18-19 | 346 | 86.4% | | | | |
| The textbooks and workbooks I use at my school really help me to learn. | 21-22 | 1736 | 55.9% | | | | |
| | 20-21 | 179 | 46.9% | | | | |
| | 18-19 | 346 | 62.1% | | | | |
| The media center at my school has a good selection of books. | 21-22 | 1635 | 92.4% | 129 | 100.0% | | |
| | 20-21 | 179 | 90.0% | 102 | 99.0% | | |
| | 18-19 | 344 | 83.1% | 83 | 100.0% | | |
| I use computers and other technology at my school to help me learn. | 21-22 | 1878 | 97.5% | 133 | 98.4% | | |
| | 20-21 | 179 | 96.7% | 102 | 99.0% | | |
| | 18-19 | 346 | 91.6% | 83 | 97.6% | | |
| Teachers at my school effectively implement the State Curriculum Standards. | 21-22 | | | 132 | 100.0% | | |
| | 20-21 | | | 102 | 100.0% | | |
| | 18-19 | | | 83 | 100.0% | | |
| Student assessment information is effectively used by teachers to plan instruction. | 21-22 | | | 131 | 98.5% | | |
| | 20-21 | | | 102 | 95.1% | | |
| | 18-19 | | | 83 | 97.6% | | |
| My school offers effective programs for students with disabilities. | 21-22 | | | 131 | 100.0% | | |

| Question | Year | Students | Student Percent Positive | Teachers | Teachers Percent Positive | Parents | Parents Percent Positive |
|---|---|---|---|---|---|---|---|
| My school offers effective programs for students with disabilities. | 20-21 | | | 102 | 98.0% | | |
| | 18-19 | | | 83 | 98.8% | | |
| Instructional strategies are used to meet the needs of academically gifted students. | 21-22 | | | 130 | 98.5% | | |
| | 20-21 | | | 102 | 97.1% | | |
| | 18-19 | | | 83 | 100.0% | | |
| The level of teacher and staff morale is high at my school. | 21-22 | | | 133 | 78.9% | | |
| | 20-21 | | | 101 | 78.2% | | |
| | 18-19 | | | 83 | 84.3% | | |
| Teachers respect each other at my school. | 21-22 | | | 133 | 97.0% | | |
| | 20-21 | | | 101 | 98.0% | | |
| | 18-19 | | | 83 | 96.4% | | |
| Teachers at my school are recognized and appreciated for good work. | 21-22 | | | 133 | 89.4% | | |
| | 20-21 | | | 101 | 93.0% | | |
| | 18-19 | | | 83 | 89.1% | | |
| Students at my school are motivated and interested in learning. | 21-22 | | | 133 | 79.7% | | |
| | 20-21 | | | 101 | 90.1% | | |
| | 18-19 | | | 83 | 96.3% | | |
| There are sufficient materials and supplies available for classroom and instructional use. | 21-22 | | | 133 | 99.3% | | |
| | 20-21 | | | 102 | 98.0% | | |
| | 18-19 | | | 83 | 97.6% | | |
| Our school has sufficient computers for instructional use. | 21-22 | | | 134 | 100.0% | | |
| | 20-21 | | | 102 | 100.0% | | |
| | 18-19 | | | 83 | 100.0% | | |
| There are relevant professional development opportunities offered to teachers at my school. | 21-22 | | | 133 | 93.3% | | |
| | 20-21 | | | 102 | 95.1% | | |
| | 18-19 | | | 83 | 95.2% | | |
| The school administration communicates clear instructional goals for the school. | 21-22 | | | 133 | 89.5% | | |
| | 20-21 | | | 100 | 92.0% | | |
| | 18-19 | | | 83 | 97.6% | | |
| The school administration sets high standards for students. | 21-22 | | | 133 | 82.7% | | |
| | 20-21 | | | 101 | 88.1% | | |

| Question | Year | Students | Student Percent Positive | Teachers | Teachers Percent Positive | Parents | Parents Percent Positive |
|---|---|---|---|---|---|---|---|
| The school administration sets high standards for s | 18-19 | | | 83 | 97.6% | | |
| The school administration has high expectations for teacher performance. | 21-22 | | | 134 | 97.7% | | |
| | 20-21 | | | 101 | 99.0% | | |
| | 18-19 | | | 83 | 97.6% | | |
| The school administration provides effective instructional leadership. | 21-22 | | | 132 | 91.6% | | |
| | 20-21 | | | 101 | 89.1% | | |
| | 18-19 | | | 83 | 90.4% | | |
| Student assessment information is used to set goals and plan programs for my school. | 21-22 | | | 126 | 96.8% | | |
| | 20-21 | | | 100 | 96.0% | | |
| | 18-19 | | | 83 | 95.2% | | |
| Teacher evaluation at my school focuses on instructional improvement. | 21-22 | | | 131 | 96.9% | | |
| | 20-21 | | | 101 | 93.1% | | |
| | 18-19 | | | 83 | 90.4% | | |
| School administrators visit classrooms to observe instruction. | 21-22 | | | 131 | 87.8% | | |
| | 20-21 | | | 100 | 91.0% | | |
| | 18-19 | | | 83 | 89.2% | | |
| The school administration arranges for collaberative planning and decision making. | 21-22 | | | 133 | 90.3% | | |
| | 20-21 | | | 101 | 91.1% | | |
| | 18-19 | | | 83 | 88.0% | | |

| Question | Year | Students | Student Percent Positive | Teachers | Teachers Percent Positive | Parents | Parents Percent Positive |
|---|---|---|---|---|---|---|---|
| **SOCIAL AND PHYSICAL ENVIRONMENT** | | | | | | | |
| I AM SATISFIED WITH THE SOCIAL AND PHYSICAL ENVIRONMENT AT MY SCHOOL. | 21-22 | 1811 | 84.2% | 134 | 87.3% | 61 | 68.9% |
| | 20-21 | 178 | 82.0% | 102 | 96.1% | 304 | 79.3% |
| | 18-19 | 346 | 86.7% | 83 | 96.4% | 107 | 77.5% |
| The grounds around my school are kept clean. | 21-22 | 1873 | 88.2% | 135 | 97.8% | | |
| | 20-21 | 178 | 92.7% | 102 | 100.0% | | |
| | 18-19 | 346 | 86.2% | 83 | 98.8% | | |
| The hallways at my school are kept clean. | 21-22 | 1873 | 93.5% | 135 | 98.5% | 63 | 95.3% |
| | 20-21 | 178 | 95.0% | 102 | 100.0% | 352 | 71.9% |
| | 18-19 | 346 | 90.7% | 83 | 98.8% | 109 | 89.9% |
| The bathrooms at my school are kept clean. | 21-22 | 1836 | 65.3% | 135 | 95.5% | | |
| | 20-21 | 178 | 78.6% | 101 | 99.0% | | |
| | 18-19 | 345 | 78.0% | 83 | 97.6% | | |
| Broken things at my school get fixed. | 21-22 | 1813 | 78.5% | 134 | 94.8% | | |
| | 20-21 | 178 | 82.6% | 102 | 97.1% | | |
| | 18-19 | 346 | 79.2% | 83 | 94.0% | | |
| There is enough room for students to learn at my school. | 21-22 | 1854 | 90.3% | 131 | 93.1% | | |
| | 20-21 | 178 | 87.7% | 102 | 97.0% | | |
| | 18-19 | 346 | 88.2% | 83 | 96.4% | | |
| Students at my school behave well in class. | 21-22 | 1834 | 75.4% | 133 | 93.9% | | |
| | 20-21 | 178 | 88.8% | 102 | 99.0% | 349 | 86.3% |
| | 18-19 | 346 | 76.6% | 83 | 98.8% | 108 | 68.5% |
| Students at my school behave well in the hallways, in the lunchroom, and on school grounds. | 21-22 | 1805 | 67.7% | 133 | 93.9% | | |
| | 20-21 | 178 | 72.4% | 102 | 99.0% | | |
| | 18-19 | 346 | 69.4% | 83 | 96.4% | | |
| Students at my school know the rules and what happens when students break the rules. | 21-22 | 1837 | 88.4% | 133 | 57.9% | | |
| | 20-21 | 178 | 89.8% | 102 | 79.4% | | |
| | 18-19 | 346 | 87.0% | 83 | 95.2% | | |
| The rules about how students should behave in my school are fair. | 21-22 | 1835 | 81.8% | 130 | 87.7% | | |
| | 20-21 | 178 | 79.7% | 102 | 92.2% | | |
| | 18-19 | 346 | 79.8% | 83 | 98.7% | | |

| Question | Year | Students | Student Percent Positive | Teachers | Teachers Percent Positive | Parents | Parents Percent Positive |
|---|---|---|---|---|---|---|---|
| The rules for behavior are enforced at my school. | 21-22 | 1836 | 87.7% | 131 | 59.5% | | |
| | 20-21 | 178 | 91.0% | 102 | 87.2% | | |
| | 18-19 | 346 | 93.6% | 83 | 90.4% | | |
| I feel safe at my school before and after school hours. | 21-22 | 1826 | 91.4% | 134 | 97.0% | | |
| | 20-21 | 178 | 92.1% | 102 | 100.0% | | |
| | 18-19 | 346 | 89.3% | 83 | 98.8% | | |
| I feel safe at my school during the school day. | 21-22 | 1838 | 90.1% | 134 | 94.8% | 68 | 80.9% |
| | 20-21 | 178 | 91.0% | 102 | 97.1% | 352 | 42.4% |
| | 18-19 | 346 | 90.5% | 83 | 100.0% | 107 | 84.1% |
| I feel safe going to or coming from my school. | 21-22 | 1855 | 95.1% | 134 | 98.5% | | |
| | 20-21 | 178 | 93.2% | 102 | 100.0% | | |
| | 18-19 | 346 | 92.7% | 83 | 100.0% | | |
| Students from different backgrounds get along well at my school. | 21-22 | 1800 | 83.8% | 131 | 87.8% | | |
| | 20-21 | 178 | 88.2% | 102 | 99.0% | | |
| | 18-19 | 346 | 85.3% | 83 | 93.9% | | |
| Teachers and students get along well with each other at my school. | 21-22 | 1827 | 88.9% | 132 | 96.2% | | |
| | 20-21 | 178 | 91.5% | 102 | 99.1% | | |
| | 18-19 | 346 | 88.1% | 83 | 98.8% | | |
| Teachers work together to help students at my school. | 21-22 | 1780 | 89.6% | 132 | 93.2% | | |
| | 20-21 | 178 | 89.9% | 102 | 95.1% | | |
| | 18-19 | 346 | 85.2% | 83 | 85.6% | | |
| **I have seen or know of another student being bullied. | **(Denotes reverse coded questions) 0 - 14.9% Green 15 - 24.9% Yellow 25% plus Red | | | | | | |
| | 21-22 | 1777 | 53.7% | 129 | 11.6% | | |
| | 20-21 | 178 | 42.7% | 102 | 7.8% | | |
| | 18-19 | 344 | 50.9% | 83 | 12.0% | | |
| **I have been bullied at the school during the school day. | **(Denotes reverse coded questions) 0 - 14.9% Green 15 - 24.9% Yellow 25% plus Red | | | | | | |
| | 21-22 | 1813 | 22.6% | | | | |
| | 20-21 | 178 | 20.3% | | | | |
| | 18-19 | 344 | 31.7% | | | | |
| **I have bullied another student at my school. | **(Denotes reverse coded questions) 0 - 14.9% Green 15 - 24.9% Yellow 25% plus Red | | | | | | |
| | 21-22 | 1824 | 11.4% | 126 | 12.7% | | |
| | 20-21 | 178 | 12.4% | 102 | 5.9% | | |
| | 18-19 | 344 | 21.2% | 83 | 7.2% | | |

| Question | Year | Students | Student Percent Positive | Teachers | Teachers Percent Positive | Parents | Parents Percent Positive |
|---|---|---|---|---|---|---|---|
| **I have been bullied while going to or from school. | **(Denotes reverse coded questions) 0 - 14.9% Green 15 - 24.9% Yellow 25% plus Red | | | | | | |
| | 21-22 | 1819 | 13.7% | | | | |
| | 20-21 | 177 | 15.8% | | | | |
| | 18-19 | 344 | 22.9% | | | | |
| **I have been bullied by someone from my school using a computer, a cell phone or other electronic devices. | **(Denotes reverse coded questions) 0 - 14.9% Green 15 - 24.9% Yellow 25% plus Red | | | | | | |
| | 21-22 | 1821 | 16.8% | | | | |
| | 20-21 | 178 | 20.8% | | | | |
| | 18-19 | 344 | 29.0% | | | | |
| Adults at my school prevent bullying from happening. | 21-22 | 1726 | 65.9% | 133 | 90.9% | 52 | 65.4% |
| | 20-21 | 177 | 70.7% | 102 | 96.1% | 351 | 45.3% |
| | 18-19 | 344 | 65.9% | 83 | 96.4% | 109 | 60.6% |
| I can always go to adults at my school if I am being bullied. | 21-22 | 1730 | 75.1% | | | | |
| | 20-21 | 178 | 74.7% | | | | |
| | 18-19 | 344 | 69.8% | | | | |
| An adult at my school has talked to me about bullying. | 21-22 | 1774 | 63.6% | | | | |
| | 20-21 | 178 | 70.2% | | | | |
| | 18-19 | 344 | 59.0% | | | | |
| My child's teachers care about my child as an individual. | 21-22 | | | | | 51 | 72.6% |
| | 20-21 | | | | | 352 | 75.5% |
| | 18-19 | | | | | 109 | 76.2% |
| My child's school has an anti-bullying program to prevent or deal with bullying. | 21-22 | | | | | 51 | 72.6% |
| | 20-21 | | | | | 352 | 76.2% |
| | 18-19 | | | | | 108 | 51.0% |
| The IGP conference was beneficial to my child as he/she prepares to be promoted to the next grade level. | 21-22 | | | | | | |
| | 20-21 | | | | | 304 | 83.2% |
| | 18-19 | | | | | 108 | 88.9% |
| During the IGP conference, the counselors discussed my child's academic progress and his/her career goals. | 21-22 | | | | | | |
| | 20-21 | | | | | 304 | 85.2% |
| | 18-19 | | | | | 108 | 91.7% |
| I recommend that all parents/guardians attend IGP conferences with their children. | 21-22 | | | | | | |
| | 20-21 | | | | | | |
| | 18-19 | | | | | 109 | 92.7% |

# Executive Summary of Needs Assessment Data Findings

School Name: Lexington High School

Per SBE Regulation 43-261, the annual needs assessment will provide focus for planning teams to set priorities for the plan. The comprehensive needs assessment must identify targeted areas of discrepancy between the desired performance levels and the current status as indicated by available data. Any discrepancies in the following areas identified by the school and district report cards must be included in the plan: (1) achievement, (2) achievement by subgroups, (3) graduation rates, (4) attendance, (5) discipline, (6) teacher/administrator quality and professional growth, and (7) other priority areas.

Measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

State Report Card for districts and schools data:
http://ed.sc.gov/data/report-cards/state-report-cards/

Directions: In the appropriate boxes, use school data to identify areas in need of improvement. Required areas to be addressed: Student Achievement, Teacher/Administrator Quality, and School Climate.

| | |
|---|---|
| **Student Achievement**<br><br>Primary School<br>(K - 2) Student<br><br>Elementary/ Middle School<br>(3 - 8) Student<br><br>High School (9 - 12) Student | Lexington High School continues to work to close gaps in academic achievement. Although we continue to exceed state expectations, we still see disparities in outcomes with specific subgroups, including students with disabilities, multilingual learners, and African American boys. We recognize that our curricular approaches are not reaching all of our students equitably. |
| **Teacher/Administrator Quality** | We believe that all students benefit from a clear and coherent curriculum that is driven by consistent and explicit outcomes across subjects and grade levels. This year we have strengthened our efforts to support and coach teachers in the design of rigorous and engaging curriculum around a common profile of the Lexington graduate. Both teachers and administrators have engaged in professional learning around curriculum design and the deeper learning strategies that students will experience. |
| **School Climate** | Through measures like Terrace Metrics student inventories, we know that our students are reporting improved mental wellness but many still cite academic and social anxiety as a challenge. Through schoolwide “empower” lessons, systematic academic intervention programs, and our comprehensive school counseling office, we seek to serve the whole child recognizing the obstacles our students face regarding mental health and social or academic |

| | |
|---|---|
| | pressure. |

## System Commitments

*The idea of 'system commitments' rather than strategic goals indicates that these are promises we make to ourselves, our students and our community, rather than numerical goals to check off. Annual performance goals will be driven by our commitments.*

1. All students, regardless of circumstances, advance on time, prepared to graduate and ready to enter college, the military or industry with certification.

2. Teaching and learning develop power skills in all students.

3. Our schools are service-oriented centers of learning, committed to family and community partnerships.

4. Every adult will be equipped with the skills and resources necessary to advocate for and ensure the success of all students.

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### Strategic Areas of Emphasis

- Literacy and Numeracy
- High Impact Teaching and Learning
- Leadership Development
- Opportunity and Access

### South Carolina State Department of Education Required Goal Categories

- Student Achievement
- Teacher and Administrator Quality
- School Climate
- Gifted and Talented

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### Performance Goals

1. The district will increase the percentage of students who are progressing on-time with the requisite skills for success at their current grade levels.

2. The district will implement strategies to improve equity in high level coursework.

3. The district will implement strategies to improve performance in high level coursework.

4. The district will improve the conditions that lead to student success in each school by utilizing a system of advocacy for each child that facilitates healthy social and emotional growth.

5. The district will increase opportunities for district personnel to participate in collaborative professional learning opportunities that impact student achievement.

6. The district will implement strategies to improve customer service, parent engagement, and community involvement.

**Performance Goal 1 :** The district will increase the percentage of students who are progressing on-time with the requisite skills for success at their current grade levels.

**System Commitment(s): 1**

**State Department Category:** Student Achievement

**Strategic Area of Emphasis:** Literacy and numeracy, High impact teaching and learning

**Reading Plan Goal:**

| School Level | Measure | Grade | Baseline | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|---|---|---|---|---|
| High | % of students on-track for having enough credits to graduate on time will be 95% at the end of grade 9. | Grade 9 | 93.7% | 95.0% | 95.0% | 95.0% | 95.0% | 95.0% |
| | | | (Actual) | 94.5% | 96.0% | 93.3% | 94.4% | |
| | % of students on-track for having enough credits to graduate on time will be 95% at the end of grade 10. | Grade 10 | 95.1% | 95.0% | 95.0% | 95.0% | 95.0% | 95.0% |
| | | | (Actual) | 93.9% | 95.5% | 95.3% | 94.8% | |
| | % of students on-track for having enough credits to graduate on time will be 98% at the end of grade 11. | Grade 11 | 93.5% | 98.0% | 98.0% | 98.0% | 98.0% | 98.0% |
| | | | (Actual) | 95.8% | 93.6% | 96.0% | 94.9% | |
| | % of students meeting English/Critical Reading and Math College and Career Ready Benchmarks on SAT or ACT OR scoring "Silver" or higher on WIN Work Readiness Assessment will increase annually by 2 points. | Grade 11 | 87.0% | 89.0% | 91.0% | 93.0% | 95.0% | 97.0% |
| | | | (Actual) | 90.5% | | 83.5% | 76.2% | |
| | % of graduates with professional certifications will increase annually by 1 point. | Grade 12 | 2.0% | 2.9% | 3.9% | 5.7% | 6.7% | 7.7% |
| | | | (Actual) | 3.1% | 2.9% | 1.0% | 4.0% | |
| | % of seniors graduating on time will reach 95% by 2021 | Grade 12 | 91.9% | 93.1% | 94.0% | 95.0% | 95.0% | 95.0% |
| | | | (Actual) | 90.9% | 93.0% | 91.1% | 92.5% | |
| | % of on-time graduates enrolled in 2-year, 4-year or military or who have earned one or more specified industry certifications will reach 90% by 2021 | Grade 12 | 93.6% | 92.3% | 91.2% | 90.0% | 90.0% | 90.0% |
| | | | (Actual) | 94.0% | 92.2% | 90.3% | 90.0% | |

| Action Plan for Performance Goal 1: | | | | | Evaluation |
|---|---|---|---|---|---|
| 1. The school will engage in an ongoing series of planning meetings with a district support team to evaluate student achievement, strategies for improvement, and implementation plans for district strategic initiatives, leading to more impactful supports for all students. | May 2018 - June 2019 | Principal | None | n/a | Tiered system of support matrix |
| 2. With support from the district's central services, | May 2018 - | ELA Coordinator, | None | n/a | Professional learning |

| | | | | | |
|---|---|---|---|---|---|
| implement a research-based instructional model in mathematics and language arts that increases student success in literacy and numeracy. | June 2019 | Math Coordinator, ELA and Math Leadership Teams | | | experiences for teachers and administrators, classroom observations, student achievement data review, teacher reflection data |
| 3. Research the impact of time, space and place on student achievement and make recommendations for learner-centered scheduling decisions. | May 2018 - December 2018 | Principal, Secondary Director, Elementary Director | None | n/a | Scheduling recommendations for 2019-2020 |
| 4. Expand intervention approaches for all students using varied methods of service. | May 2018 – June 2019 | RTI Coordinator, Lead Interventionist, Special Education Coordinators, GT Coordinator | None | n/a | Scheduling recommendations for 2019-2020Student achievement results measured by school-based data teams |
| 5. Leverage the SC Teaching Standards 4.0 to empower all teachers to engage all students in high impact learning experiences that cultivate the application of identified power skills. | May 2018 – June 2021 | Principal, Assistant Principals | None | n/a | Student engagement survey results, professional learning plans based upon observation data |

**Performance Goal 2 :** The district will implement strategies to improve equity in high level coursework.

**System Commitment(s): 1, 2**

**State Department Category:** Gifted and Talented, Teacher and Administrator Quality, School Climate, Student Achievement

**Strategic Area of Emphasis:** Opportunity and Access, High impact teaching and learning

**Reading Plan Goal:**

| School Level | Measure | Grade | Baseline | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|---|---|---|---|---|
| High | Rigorous course enrollment will increase by 2 points annually | | 57.1% | 59.1% | 61.1% | 63.1% | 65.1% | 67.1% |
| | | | (Actual) | 55.0% | 55.1% | 54.9% | 57.1% | |
| | Rigorous course enrollment equity indices for minority groups will increase by 0.03 annually. | Grades 9-12 | 0.633 | 0.663 | 0.693 | 0.810 | 0.840 | 0.870 |
| | | | (Actual) | 0.691 | 0.667 | 0.665 | 0.716 | |

| Action Plan for Performance Goal 2: | | | | | Evaluation |
|---|---|---|---|---|---|
| 1. The school will engage in an ongoing series of planning meetings with a district support team to evaluate student achievement, strategies for improvement, and implementation plans for district strategic initiatives, leading to more impactful supports for all students. | May 2018 - June 2019 | Director of Assessment and Accountability, Elementary Director, Secondary Director | None | n/a | Tiered system of support matrix |
| 2. Increase school and teacher access to high quality data resources in order to identify skill gaps that impede individual students' access to gifted and talented programs or high level coursework. | May 2018 – August 2018 | Director of Accountability, Principal | None | n/a | District Data Dashboard |
| 3. Provide supports to students based on identified needs to cultivate growth in the skill sets needed to qualify for enrichment and accelerated coursework. | May 2018 – June 2019 | Principal, ELA Coordinator, Math Coordinator,GT Coordinator | None | n/a | Curriculum Unit Plans, SLOs documenting approaches used to achieve specific growth targets for individual students, student achievement results |
| 4. Review and revise coursework at all levels to be more inclusive and responsive to all students' backgrounds and varied experiences. | May 2018 – June 2019 | Content Coordinators, Lead Teachers | None | n/a | Comparison of assessment results from 2017-2018 to 2018-2019, revised CUPs, revised assessments |
| 5. Research and apply support structures for nontraditional students in order to increase the students' success rates and continued participation in accelerated coursework. | May 2018 – June 2019 | Principal, GT Coordinator, Lead Teachers | None | n/a | Comparison of student success data in high level coursework from 2017-2018 to 2018-2019. |

**Performance Goal 3 :** The district will implement strategies to improve performance in high level coursework.

**System Commitment(s): 1**

**State Department Category:** Gifted and Talented, Student Achievement

**Strategic Area of Emphasis:** High Impact Teaching and Learning, Literacy and Numeracy

**Reading Plan Goal:** 4

| School Level | Measure | Grade | Baseline | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|---|---|---|---|---|
| High | Pass rate on AP and IB exams will increase by 1 point annually. | Grades 9-12 | 77.6% | 78.6% | 79.6% | 80.6% | 81.6% | 82.6% |
| | | | (Actual) | 75.5% | 73.8% | 67.0% | 72.2% | |

| Action Plan for Performance Goal 3: | | | | | Evaluation |
|---|---|---|---|---|---|
| 1. The school will engage in an ongoing series of planning meetings with a district support team to evaluate student achievement, strategies for improvement, and implementation plans for district strategic initiatives, leading to more impactful supports for all students. | May 2018 - June 2019 | Principal, Director of Accountability, Elementary Director, Secondary Director | None | n/a | Tiered system of support matrix |
| 2. Increase school and teacher access to high quality data resources in order to identify skill gaps that impede individual students' access to gifted and talented programs or high level coursework. | May 2018 – August 2018 | Principal, Director of Accountability | None | n/a | District Data Dashboard |
| 3. Provide supports to students based on identified needs to cultivate growth in the skillsets needed to qualify for enrichment and accelerated coursework. | May 2018 – August 2018 | Principal, ELA Coordinator, Math Coordinator,GT Coordinator | None | n/a | Curriculum Unit Plans, SLOs documenting approaches used to achieve specific growth targets for individual students, student achievement results |
| 4. Review and revise coursework at all levels to be more inclusive and responsive to all students' backgrounds and varied experiences. | May 2018 – June 2019 | Content Coordinators, Lead Teachers | None | n/a | Comparison of assessment results from 2017-2018 to 2018-2019, revised CUPs, revised assessments |
| 5. Research and apply support structures for all students in order to increase all students' success rates and continued participation in accelerated coursework. | May 2018 – June 2019 | Principal, GT Coordinator, Lead Teachers | None | n/a | Comparison of student success data in high level coursework from 2017-2018 to 2018-2019. |

**Performance Goal 4 :** The district will improve the conditions that lead to student success in each school by utilizing a system of advocacy for each child that facilitates healthy social and emotional growth.

**System Commitment(s): 1, 2, 4**

**State Department Category:** School Climate, Teacher/Admin Quality

**Strategic Area of Emphasis:** Opportunities and Access, Leadership Development

**Reading Plan Goal:**

| School Level | Measure | Grade | Baseline | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|---|---|---|---|---|
| High | % of students chronically absent will decrease by 0.5 points annually. | Grades 9-12 | 16.9% | 16.4% | 15.9% | 13.3% | 12.8% | 12.2% |
| | | | (Actual) | 18.9% | 13.8% | 19.6% | 33.2% | |
| | % of students with 1 or more out-of-school suspensions or expulsions will decrease by 0.5 points annually. | Grades 9-12 | 8.7% | 8.1% | 7.6% | 7.1% | 6.6% | 6.1% |
| | | | (Actual) | 9.6% | 6.3% | 1.2% | 5.6% | |
| | % of students proficient in all power skill domains on the WIN assessment will increase by 1 points annually. | Grade 11 | 90.7% | 91.7% | 92.7% | 93.7% | 94.7% | 95.7% |
| | | | (Actual) | 90.0% | | 80.7% | | |

| Action Plan for Performance Goal 4: | | | | | Evaluation |
|---|---|---|---|---|---|
| 1. The school will engage in an ongoing series of planning meetings with a district support team to evaluate student achievement, strategies for improvement, and implementation plans for district strategic initiatives, leading to more impactful supports for all students. | May 2018 - June 2019 | Principal, Director of Accountability, Elementary Director, Secondary Director, School Data Teams | None | n/a | Tiered system of support matrix |
| 2. Establish a wellness team to support the physical, social, and emotional health of students and staff. | August 2018 | Principal, Director of School Counseling,Lead Nurse | None | n/a | Wellness team orientation program, monthly monitoring of team records. |
| 3. Utilize district Mental health resources, including counselors shared between schools, in order to provide service to students. | Fall of 2018 to Fall of 2019 | Principal,Director of School Counseling | | | HR Records |
| 4. Implement a system whereby each student is well known by an adult advocate who supports the student's social, emotional, and academic development. | August 2018-Ongoing | Principal, Director of School Counseling, Director of Elementary Schools, Director of Secondary Schools | | | Status updates from School Wellness Teams and school-level directors of school counseling |
| 5. Student behavior policies will be reviewed and revised to ensure that appropriate interventions are used to support student success. | August 2018-Ongoing | Principal, Director of Student Services | | | Revision of current board policies. |
| 6. Provide student-centered transition supports for students entering or leaving the school for any reason, including enrolling in or returning from alternative placement, home-based services, illness, | Fall of 2018 | Principal, SLT, Director of Student Services, Director of School Counseling, | | | Status updates from School Wellness Teams and school-level directors of school counseling |

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|---|---|---|---|---|---|
| suspension, etc. | | Director of Elementary Schools, Director of Secondary Schools, District RTI Coordinator | | | |

**Performance Goal 5 :** The district will increase opportunities for district personnel to participate in collaborative professional learning opportunities that impact student achievement.

**System Commitment(s): 4**

**State Department Category:** Teacher/Admin Quality

**Strategic Area of Emphasis:** Leadership Development

**Reading Plan Goal:**

| School Level | Measure | Grade | Baseline | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|---|---|---|---|---|
| High | Positive responses to the SCDE survey item "Sufficient resources are available to allow teachers to take advantage of professional development activities." will reach 98% by 2021 | | 96.8% | 97.2% | 97.6% | 98.0% | 98.0% | 98.0% |
| | | | (Actual) | 95.2% | | 95.0% | 94.0% | |
| | Positive responses to the SCDE survey item "Teachers at my school are encouraged to develop innovative solutions to problems." will reach 98% by 2021 | | 95.8% | 96.5% | 97.3% | 98.0% | 98.0% | 98.0% |
| | | | (Actual) | 95.2% | | 96.0% | 94.8% | |

| Action Plan for Performance Goal 5: | | | | | Evaluation |
|---|---|---|---|---|---|
| 1. The school will engage in an ongoing series of planning meetings with a district support team to evaluate student achievement, strategies for improvement, and implementation plans for district strategic initiatives, leading to more impactful supports for all students. | May 2018 - June 2019 | Principal, Director of Accountability, Elementary Director, Secondary Director | None | n/a | Tiered system of support matrix |
| 2. Design a school professional learning plan aligned with system commitments and strategic areas of emphasis (opportunities and access, literacy and numeracy, high-impact teaching and learning, and leadership development) | May 2018 - December 2018 | Principal, Director of Professional Learning and Leadership Development | $22,400 | General Budget | School Professional Learning Plan |
| 3. Working with central services office of leadership development, implement a competency-based educational leadership system to develop and support teacher leaders, assistant principals, and aspiring principals. | May 2018 - June 2019 | Principal, Director of Professional Learning and Leadership Development, Director of Human Resources | $108,200 | General Budget | Retention of high-performing employees, Transparency of development and hiring process at all leadership levels, Staff engagement and commitment to the development process, Increase in pool of prospective school leaders |
| 4. Design or redesign structures that empower educator collaboration and professional learning opportunities to more effectively support student outcomes. | May 2018 – Nov. 2018 | Principal, Elementary Director, Secondary Director, Teacher Leadership Council | None | n/a | Proposal for changes to collaborative planning, vertical planning opportunities and school-based PLCs presented to principals, November 2018 |
| 5. Create model classrooms and labsites for visible | 2018-2019 PK- | ELA Coordinator, | None | n/a | Professional learning |

| | | | | | |
|---|---|---|---|---|---|
| implementation of workshop model in reading, writing, and math PK-8 and Student Engagement Model in 9-12 | 8 ELA and Math; 2019-2020 Secondary | Math Coordinator, ELA and Math Leadership Teams | | | experiences for teachers and administrators, classroom observations, student achievement data review, teacher reflection data |

**Performance Goal 6 :** The district will implement strategies to improve customer service, parent engagement, and community involvement.

**System Commitment(s): 3**

**State Department Category:** Teacher and Administrator Quality, School Climate

**Strategic Area of Emphasis:** Leadership Development

**Reading Plan Goal:**

| School Level | Measure | Grade | Baseline | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|---|---|---|---|---|
| High | % of positive student and parent responses on the state survey metric "I am satisfied with the social and physical environment at my school" will reach 95% by 2019-20. | | 87.2% | 91.1% | 95.0% | 95.0% | 95.0% | 95.0% |
| | | | (Actual) | 84.5% | | 80.3% | 83.7% | |
| | % of positive student and parent responses on the state survey metric "I am satisfied with home/school relations at my school" will reach 95% by 2019-20. | | 86.8% | 90.9% | 95.0% | 95.0% | 95.0% | 95.0% |
| | | | (Actual) | 81.3% | | 75.1% | 92.3% | |

| Action Plan for Performance Goal 6: | | | | | Evaluation |
|---|---|---|---|---|---|
| 1. Customer service efforts will be supported and monitored through the school's ongoing improvement meetings with central services. | August 2018 - ongoing | Principal, Director of Elementary Schools, Director of Secondary Schools | None | n/a | Tiered system of support matrix |
| 2. Define job-specific customer service skills for all employees as part of on-boarding and annual HR training. | August 2018 | Principal, Director of Human Resources | None | n/a | HR training modules |
| 3. Increase feedback opportunities for students and parents through on-site events, digital communication, and sampling tools. | August 2018 - ongoing | Principal,Director of Accountability | None | n/a | Customer Service/School-Home Relations data available on district dashboard |