

School Renewal Plan Cover Page

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

School Name:	Lexington Technology Center
SIDN:	3201995
Plan Submission:	School utilizes Cognia
Grade Span:	9 To 12
District:	Lexington 01
Address 1:	2421 Augusta Highway
Address 2:	
City:	Lexington, SC
Zip Code:	29072
School Renewal Plan Contact Person:	Bryce Myers
School Plan Contact Phone:	8038213001
School Plan E-mail Address:	bmyers@lexington1.net

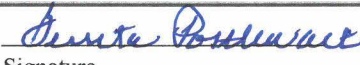
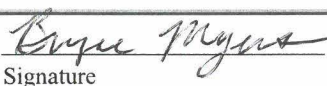

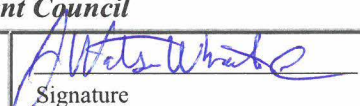

Required Signature Page

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

<i>Superintendent</i>		
<u>Dr. Gerrita Postlewait</u> Printed Name	 Signature	<u>4-11-23</u> Date
<i>Principal</i>		
<u>Mr. Bryce Myers</u> Printed Name	 Signature	<u>3-14-2023</u> Date
<i>Chairperson, District Board of Trustees</i>		
<u>Mrs. Anne Marie Green</u> Printed Name	 Signature	<u>4-11-23</u> Date
<i>Chairperson, School Improvement Council</i>		
<u>Mr. Wattie Wharton</u> Printed Name	 Signature	<u>3/14/23</u> Date
<i>School Read To Succeed Literacy Leadership Team Lead</i>		
<u>Anna Reeside</u> Printed Name	 Signature	<u>3-14-2023</u> 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 (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
N/A	Academic Assistance, PreK–3 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 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 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 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 The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
Yes	Innovation The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
Yes	Collaboration 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	<p>Developmental Screening</p> <p>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.</p>
N/A	<p>Half-Day Child Development</p> <p>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.</p>
N/A	<p>Developmentally Appropriate Curriculum for PreK–3</p> <p>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.</p>
Yes	<p>Parenting and Family Literacy</p> <p>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.</p>
Yes	<p>Recruitment</p> <p>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.</p>
Yes	<p>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</p> <p>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.</p>

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	Mr. Bryce Myers
2.	Teacher	Kevin Gratton
3.	Parent/Guardian	Stacy Clarke
4.	Community Member	Angela Klosterman
5.	Paraprofessional	Betty Moore
6.	School Improvement Council Member	Wattie Wharton
7.	Read to Succeed Reading Coach	Anna Reeside
8.	School Read To Succeed Literacy Leadership Team Lead	Anna Reeside
9.	School Read To Succeed Literacy Leadership Team Member	Anna Reeside
<p>OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.) ** Must include the School Literacy Leadership Team for Read to Succeed</p>		

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 (<i>SBE Regulation 43-261</i>)	
2. Teachers teaching more than 1500 minutes (<i>SBE Regulation 43-205</i>)	
3. Teachers teaching more than 4 preps (<i>SBE Regulation 43-205</i>)	
4. High School Principal over two schools or grades more than 9-12 (<i>SBE Regulation 43-205</i>)	
5. Other (<i>Include the SBE Regulation number to be waived</i>)	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 (<i>Include the SBE Regulation number to be waived</i>)	



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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.










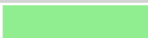
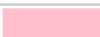



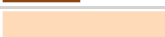

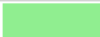










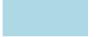







1. All students, regardless of circumstances, advance on time, prepared to graduate and ready to enter college, the military or industry with certification.
2. Teaching and learning develop power skills in all students.
3. Our schools are service-oriented centers of learning, committed to family and community partnerships.
4. Every adult will be equipped with the skills and resources necessary to advocate for and ensure the success of all students.


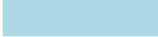













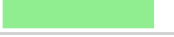














	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for Lexington Technology Center	Number of Students
All	2021-2022	All	All	12.4%		(11 / 89)
		ELL	Not ELL	12.8%		(11 / 86)
			ELL	0.0%		(0 / 3)
		Gender	Female	19.4%		(7 / 36)
			Male	7.5%		(4 / 53)
		InstrSetting	Not Special Ed	13.1%		(11 / 84)
			Special Ed	0.0%		(0 / 5)
		Race	Black / Latinx	10.5%		(2 / 19)
	White / Other		12.9%		(9 / 70)	
	2020-2021	All	All	22.2%		(22 / 99)
		ELL	Not ELL	22.4%		(22 / 98)
			ELL	0.0%		(0 / 1)
		Gender	Female	18.6%		(8 / 43)
			Male	25.0%		(14 / 56)
		InstrSetting	Not Special Ed	24.2%		(22 / 91)
			Special Ed	0.0%		(0 / 8)
		Race	Black / Latinx	8.3%		(1 / 12)
	White / Other		24.1%		(21 / 87)	
	2019-2020	All	All	18.2%		(35 / 192)
		ELL	Not ELL	18.7%		(35 / 187)
			ELL	0.0%		(0 / 5)
		Gender	Female	15.5%		(11 / 71)
			Male	19.8%		(24 / 121)
		InstrSetting	Not Special Ed	17.7%		(32 / 181)
			Special Ed	27.3%		(3 / 11)
		Race	Black / Latinx	3.6%		(1 / 28)
	White / Other		20.7%		(34 / 164)	
	2018-2019	All	All	13.9%		(40 / 287)
		ELL	Not ELL	14.4%		(40 / 277)
			ELL	0.0%		(0 / 10)
		Gender	Female	14.0%		(15 / 107)
			Male	13.9%		(25 / 180)
		InstrSetting	Not Special Ed	14.8%		(39 / 263)
Special Ed			4.2%		(1 / 24)	
Race		Black / Latinx	2.1%		(1 / 48)	
	White / Other	16.3%		(39 / 239)		
2017-2018	All	All	17.8%		(47 / 264)	
	ELL	Not ELL	18.3%		(47 / 257)	













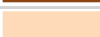

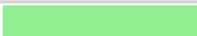

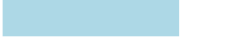















	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for Lexington Technology Center	Number of Students
All	2017-2018	ELL	ELL	0.0%		(0 / 7)
		Gender	Female	18.2%		(18 / 99)
			Male	17.6%		(29 / 165)
		InstrSetting	Not Special Ed	18.9%		(45 / 238)
			Special Ed	7.7%		(2 / 26)
		Race	Black / Latinx	5.4%		(3 / 56)
	White / Other		21.2%		(44 / 208)	
	2016-2017	All	All	18.4%		(83 / 450)
		ELL	Not ELL	19.1%		(83 / 435)
			ELL	0.0%		(0 / 15)
		Gender	Female	21.8%		(41 / 188)
			Male	16.0%		(42 / 262)
		InstrSetting	Not Special Ed	19.6%		(83 / 424)
			Special Ed	0.0%		(0 / 26)
		Race	Black / Latinx	6.9%		(4 / 58)
	White / Other		20.2%		(79 / 392)	
	2015-2016	All	All	17.0%		(74 / 436)
		ELL	Not ELL	17.2%		(74 / 429)
			ELL	0.0%		(0 / 7)
		Gender	Female	18.2%		(28 / 154)
			Male	16.3%		(46 / 282)
		InstrSetting	Not Special Ed	18.6%		(74 / 398)
			Special Ed	0.0%		(0 / 38)
		Race	Black / Latinx	4.3%		(3 / 69)
	White / Other		19.3%		(71 / 367)	
	2014-2015	All	All	17.2%		(71 / 413)
		ELL	Not ELL	17.6%		(71 / 404)
			ELL	0.0%		(0 / 9)
		Gender	Female	16.8%		(27 / 161)
			Male	17.5%		(44 / 252)
InstrSetting		Not Special Ed	17.8%		(70 / 393)	
		Special Ed	5.0%		(1 / 20)	
Race		Black / Latinx	4.0%		(2 / 50)	
	White / Other	19.0%		(69 / 363)		

	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for Lexington Technology Center	Number of Students
English	2021-2022	All	All	36.0%		(32 / 89)
		ELL	Not ELL	37.2%		(32 / 86)
			ELL	0.0%		(0 / 3)
		Gender	Female	44.4%		(16 / 36)
			Male	30.2%		(16 / 53)
		InstrSetting	Not Special Ed	38.1%		(32 / 84)
			Special Ed	0.0%		(0 / 5)
		Race	Black / Latinx	26.3%		(5 / 19)
	White / Other		38.6%		(27 / 70)	
	2020-2021	All	All	52.5%		(52 / 99)
		ELL	Not ELL	53.1%		(52 / 98)
			ELL	0.0%		(0 / 1)
		Gender	Female	65.1%		(28 / 43)
			Male	42.9%		(24 / 56)
		InstrSetting	Not Special Ed	56.0%		(51 / 91)
			Special Ed	12.5%		(1 / 8)
		Race	Black / Latinx	33.3%		(4 / 12)
	White / Other		55.2%		(48 / 87)	
	2019-2020	All	All	49.5%		(95 / 192)
		ELL	Not ELL	50.3%		(94 / 187)
			ELL	20.0%		(1 / 5)
		Gender	Female	60.6%		(43 / 71)
			Male	43.0%		(52 / 121)
		InstrSetting	Not Special Ed	49.7%		(90 / 181)
			Special Ed	45.5%		(5 / 11)
		Race	Black / Latinx	17.9%		(5 / 28)
	White / Other		54.9%		(90 / 164)	
	2018-2019	All	All	44.4%		(128 / 288)
		ELL	Not ELL	46.0%		(128 / 278)
			ELL	0.0%		(0 / 10)
		Gender	Female	57.4%		(62 / 108)
			Male	36.7%		(66 / 180)
InstrSetting		Not Special Ed	47.0%		(124 / 264)	
		Special Ed	16.7%		(4 / 24)	
Race		Black / Latinx	22.9%		(11 / 48)	
	White / Other	48.8%		(117 / 240)		
2017-2018	All	All	49.4%		(130 / 263)	
	ELL	Not ELL	50.8%		(130 / 256)	
		ELL	0.0%		(0 / 7)	



















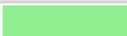


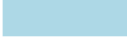


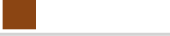














	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for Lexington Technology Center	Number of Students
English	2017-2018	Gender	Female	56.1%		(55 / 98)
			Male	45.5%		(75 / 165)
		InstrSetting	Not Special Ed	52.3%		(124 / 237)
			Special Ed	23.1%		(6 / 26)
		Race	Black / Latinx	37.5%		(21 / 56)
			White / Other	52.7%		(109 / 207)
	2016-2017	All	All	52.6%		(236 / 449)
		ELL	Not ELL	53.9%		(234 / 434)
			ELL	13.3%		(2 / 15)
		Gender	Female	65.8%		(123 / 187)
			Male	43.1%		(113 / 262)
		InstrSetting	Not Special Ed	55.3%		(234 / 423)
			Special Ed	7.7%		(2 / 26)
		Race	Black / Latinx	19.0%		(11 / 58)
	White / Other		57.5%		(225 / 391)	
	2015-2016	All	All	44.4%		(193 / 435)
		ELL	Not ELL	45.1%		(193 / 428)
			ELL	0.0%		(0 / 7)
		Gender	Female	56.5%		(87 / 154)
			Male	37.7%		(106 / 281)
		InstrSetting	Not Special Ed	47.4%		(188 / 397)
			Special Ed	13.2%		(5 / 38)
		Race	Black / Latinx	30.4%		(21 / 69)
	White / Other		47.0%		(172 / 366)	
	2014-2015	All	All	55.4%		(229 / 413)
		ELL	Not ELL	56.4%		(228 / 404)
			ELL	11.1%		(1 / 9)
		Gender	Female	60.9%		(98 / 161)
Male			52.0%		(131 / 252)	
InstrSetting		Not Special Ed	57.3%		(225 / 393)	
		Special Ed	20.0%		(4 / 20)	
Race		Black / Latinx	30.0%		(15 / 50)	
	White / Other	59.0%		(214 / 363)		

	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for Lexington Technology Center	Number of Students
Math	2021-2022	All	All	21.3%		(19 / 89)
		ELL	Not ELL	20.9%		(18 / 86)
			ELL	33.3%		(1 / 3)
		Gender	Female	22.2%		(8 / 36)
			Male	20.8%		(11 / 53)
		InstrSetting	Not Special Ed	22.6%		(19 / 84)
			Special Ed	0.0%		(0 / 5)
		Race	Black / Latinx	21.1%		(4 / 19)
	White / Other		21.4%		(15 / 70)	
	2020-2021	All	All	34.3%		(34 / 99)
		ELL	Not ELL	34.7%		(34 / 98)
			ELL	0.0%		(0 / 1)
		Gender	Female	25.6%		(11 / 43)
			Male	41.1%		(23 / 56)
		InstrSetting	Not Special Ed	37.4%		(34 / 91)
			Special Ed	0.0%		(0 / 8)
		Race	Black / Latinx	16.7%		(2 / 12)
	White / Other		36.8%		(32 / 87)	
	2019-2020	All	All	28.6%		(55 / 192)
		ELL	Not ELL	28.9%		(54 / 187)
			ELL	20.0%		(1 / 5)
		Gender	Female	23.9%		(17 / 71)
			Male	31.4%		(38 / 121)
		InstrSetting	Not Special Ed	28.7%		(52 / 181)
			Special Ed	27.3%		(3 / 11)
		Race	Black / Latinx	14.3%		(4 / 28)
	White / Other		31.1%		(51 / 164)	
	2018-2019	All	All	20.7%		(60 / 290)
		ELL	Not ELL	21.4%		(60 / 280)
			ELL	0.0%		(0 / 10)
		Gender	Female	24.5%		(27 / 110)
			Male	18.3%		(33 / 180)
InstrSetting		Not Special Ed	22.2%		(59 / 266)	
		Special Ed	4.2%		(1 / 24)	
Race		Black / Latinx	4.2%		(2 / 48)	
	White / Other	24.0%		(58 / 242)		
2017-2018	All	All	33.0%		(87 / 264)	
	ELL	Not ELL	33.5%		(86 / 257)	
		ELL	14.3%		(1 / 7)	

	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for Lexington Technology Center	Number of Students
Math	2017-2018	Gender	Female	31.6%		(31 / 98)
			Male	33.7%		(56 / 166)
		InstrSetting	Not Special Ed	35.7%		(85 / 238)
			Special Ed	7.7%		(2 / 26)
		Race	Black / Latinx	17.9%		(10 / 56)
			White / Other	37.0%		(77 / 208)
	2016-2017	All	All	36.0%		(162 / 450)
		ELL	Not ELL	37.0%		(161 / 435)
			ELL	6.7%		(1 / 15)
		Gender	Female	39.4%		(74 / 188)
			Male	33.6%		(88 / 262)
		InstrSetting	Not Special Ed	38.2%		(162 / 424)
			Special Ed	0.0%		(0 / 26)
		Race	Black / Latinx	13.8%		(8 / 58)
	White / Other		39.3%		(154 / 392)	
	2015-2016	All	All	32.1%		(140 / 436)
		ELL	Not ELL	32.6%		(140 / 429)
			ELL	0.0%		(0 / 7)
		Gender	Female	35.7%		(55 / 154)
			Male	30.1%		(85 / 282)
		InstrSetting	Not Special Ed	35.0%		(139 / 397)
			Special Ed	2.6%		(1 / 39)
		Race	Black / Latinx	18.8%		(13 / 69)
	White / Other		34.6%		(127 / 367)	
	2014-2015	All	All	34.4%		(142 / 413)
		ELL	Not ELL	35.1%		(142 / 404)
			ELL	0.0%		(0 / 9)
		Gender	Female	30.4%		(49 / 161)
Male			36.9%		(93 / 252)	
InstrSetting		Not Special Ed	35.4%		(139 / 393)	
		Special Ed	15.0%		(3 / 20)	
Race		Black / Latinx	14.0%		(7 / 50)	
	White / Other	37.2%		(135 / 363)		

	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for Lexington Technology Center	Number of Students
Reading	2021-2022	All	All	28.1%		(25 / 89)
		ELL	Not ELL	29.1%		(25 / 86)
			ELL	0.0%		(0 / 3)
		Gender	Female	33.3%		(12 / 36)
			Male	24.5%		(13 / 53)
		InstrSetting	Not Special Ed	29.8%		(25 / 84)
			Special Ed	0.0%		(0 / 5)
		Race	Black / Latinx	21.1%		(4 / 19)
	White / Other		30.0%		(21 / 70)	
	2020-2021	All	All	36.4%		(36 / 99)
		ELL	Not ELL	36.7%		(36 / 98)
			ELL	0.0%		(0 / 1)
		Gender	Female	41.9%		(18 / 43)
			Male	32.1%		(18 / 56)
		InstrSetting	Not Special Ed	39.6%		(36 / 91)
			Special Ed	0.0%		(0 / 8)
		Race	Black / Latinx	25.0%		(3 / 12)
	White / Other		37.9%		(33 / 87)	
	2019-2020	All	All	42.7%		(82 / 192)
		ELL	Not ELL	43.9%		(82 / 187)
			ELL	0.0%		(0 / 5)
		Gender	Female	50.7%		(36 / 71)
			Male	38.0%		(46 / 121)
		InstrSetting	Not Special Ed	43.1%		(78 / 181)
			Special Ed	36.4%		(4 / 11)
		Race	Black / Latinx	17.9%		(5 / 28)
	White / Other		47.0%		(77 / 164)	
	2018-2019	All	All	35.6%		(103 / 289)
		ELL	Not ELL	36.9%		(103 / 279)
			ELL	0.0%		(0 / 10)
		Gender	Female	46.8%		(51 / 109)
			Male	28.9%		(52 / 180)
InstrSetting		Not Special Ed	37.4%		(99 / 265)	
		Special Ed	16.7%		(4 / 24)	
Race		Black / Latinx	16.7%		(8 / 48)	
	White / Other	39.4%		(95 / 241)		
2017-2018	All	All	34.6%		(91 / 263)	
	ELL	Not ELL	35.5%		(91 / 256)	
		ELL	0.0%		(0 / 7)	

	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for Lexington Technology Center	Number of Students
Reading	2017-2018	Gender	Female	39.8%		(39 / 98)
			Male	31.5%		(52 / 165)
		InstrSetting	Not Special Ed	36.7%		(87 / 237)
			Special Ed	15.4%		(4 / 26)
		Race	Black / Latinx	28.6%		(16 / 56)
			White / Other	36.2%		(75 / 207)
	2016-2017	All	All	37.3%		(168 / 450)
		ELL	Not ELL	38.2%		(166 / 435)
			ELL	13.3%		(2 / 15)
		Gender	Female	43.9%		(82 / 187)
			Male	32.7%		(86 / 263)
		InstrSetting	Not Special Ed	39.4%		(167 / 424)
			Special Ed	3.8%		(1 / 26)
		Race	Black / Latinx	13.8%		(8 / 58)
	White / Other		40.8%		(160 / 392)	
	2015-2016	All	All	35.0%		(153 / 437)
		ELL	Not ELL	35.6%		(153 / 430)
			ELL	0.0%		(0 / 7)
		Gender	Female	45.8%		(71 / 155)
			Male	29.1%		(82 / 282)
		InstrSetting	Not Special Ed	37.7%		(150 / 398)
			Special Ed	7.7%		(3 / 39)
		Race	Black / Latinx	24.6%		(17 / 69)
	White / Other		37.0%		(136 / 368)	
	2014-2015	All	All	37.3%		(154 / 413)
		ELL	Not ELL	38.1%		(154 / 404)
			ELL	0.0%		(0 / 9)
		Gender	Female	39.8%		(64 / 161)
Male			35.7%		(90 / 252)	
InstrSetting		Not Special Ed	38.7%		(152 / 393)	
		Special Ed	10.0%		(2 / 20)	
Race		Black / Latinx	18.0%		(9 / 50)	
	White / Other	39.9%		(145 / 363)		




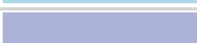




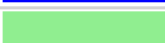














	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for Lexington Technology Center	Number of Students
Science	2021-2022	All	All	25.8%		(23 / 89)
		ELL	Not ELL	26.7%		(23 / 86)
			ELL	0.0%		(0 / 3)
		Gender	Female	27.8%		(10 / 36)
			Male	24.5%		(13 / 53)
		InstrSetting	Not Special Ed	27.4%		(23 / 84)
			Special Ed	0.0%		(0 / 5)
		Race	Black / Latinx	21.1%		(4 / 19)
	White / Other		27.1%		(19 / 70)	
	2020-2021	All	All	33.3%		(33 / 99)
		ELL	Not ELL	33.7%		(33 / 98)
			ELL	0.0%		(0 / 1)
		Gender	Female	30.2%		(13 / 43)
			Male	35.7%		(20 / 56)
		InstrSetting	Not Special Ed	35.2%		(32 / 91)
			Special Ed	12.5%		(1 / 8)
		Race	Black / Latinx	8.3%		(1 / 12)
	White / Other		36.8%		(32 / 87)	
	2019-2020	All	All	31.8%		(61 / 192)
		ELL	Not ELL	32.6%		(61 / 187)
			ELL	0.0%		(0 / 5)
		Gender	Female	29.6%		(21 / 71)
			Male	33.1%		(40 / 121)
		InstrSetting	Not Special Ed	31.5%		(57 / 181)
			Special Ed	36.4%		(4 / 11)
		Race	Black / Latinx	7.1%		(2 / 28)
	White / Other		36.0%		(59 / 164)	
	2018-2019	All	All	29.1%		(84 / 289)
		ELL	Not ELL	30.1%		(84 / 279)
			ELL	0.0%		(0 / 10)
		Gender	Female	37.6%		(41 / 109)
			Male	23.9%		(43 / 180)
InstrSetting		Not Special Ed	31.3%		(83 / 265)	
		Special Ed	4.2%		(1 / 24)	
Race		Black / Latinx	10.4%		(5 / 48)	
	White / Other	32.8%		(79 / 241)		
2017-2018	All	All	30.3%		(80 / 264)	
	ELL	Not ELL	30.7%		(79 / 257)	
		ELL	14.3%		(17 / 119)	

	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for Lexington Technology Center	Number of Students
Science	2017-2018	Gender	Female	31.3%		(31 / 99)
			Male	29.7%		(49 / 165)
		InstrSetting	Not Special Ed	31.5%		(75 / 238)
			Special Ed	19.2%		(5 / 26)
		Race	Black / Latinx	16.1%		(9 / 56)
			White / Other	34.1%		(71 / 208)
	2016-2017	All	All	25.6%		(115 / 450)
		ELL	Not ELL	26.4%		(115 / 435)
			ELL	0.0%		(0 / 15)
		Gender	Female	30.3%		(57 / 188)
			Male	22.1%		(58 / 262)
		InstrSetting	Not Special Ed	27.1%		(115 / 424)
			Special Ed	0.0%		(0 / 26)
		Race	Black / Latinx	8.6%		(5 / 58)
	White / Other		28.1%		(110 / 392)	
	2015-2016	All	All	27.2%		(119 / 437)
		ELL	Not ELL	27.7%		(119 / 430)
			ELL	0.0%		(0 / 7)
		Gender	Female	33.5%		(52 / 155)
			Male	23.8%		(67 / 282)
		InstrSetting	Not Special Ed	29.8%		(119 / 399)
			Special Ed	0.0%		(0 / 38)
		Race	Black / Latinx	13.0%		(9 / 69)
	White / Other		29.9%		(110 / 368)	
	2014-2015	All	All	28.8%		(119 / 413)
		ELL	Not ELL	29.5%		(119 / 404)
			ELL	0.0%		(0 / 9)
		Gender	Female	28.0%		(45 / 161)
Male			29.4%		(74 / 252)	
InstrSetting		Not Special Ed	30.0%		(118 / 393)	
		Special Ed	5.0%		(1 / 20)	
Race		Black / Latinx	8.0%		(4 / 50)	
	White / Other	31.7%		(115 / 363)		

	Year	Group	Subgroup	%	Percent of students meeting or exceeding College and Career Ready Benchmarks on SAT for Lexington Technology Center	Number of Students
Evidence-Based Reading and Writing	21-22	All	All	75.7%		(491 / 649)
		ELL	Not ELL	76.2%		(476 / 625)
			ELL	62.5%		(15 / 24)
		Gender	Female	79.4%		(254 / 320)
			Male	72.0%		(237 / 329)
		InstrSetting	Not Special Ed	77.0%		(486 / 631)
			Special Ed	27.8%		(5 / 18)
		Race	Black / Latinx	54.5%		(54 / 99)
	White / Other		79.5%		(437 / 550)	
	20-21	All	All	76.4%		(506 / 662)
		ELL	Not ELL	76.5%		(488 / 638)
			ELL	75.0%		(18 / 24)
		Gender	Female	84.8%		(263 / 310)
			Male	69.0%		(243 / 352)
		InstrSetting	Not Special Ed	78.5%		(500 / 637)
			Special Ed	24.0%		(6 / 25)
		Race	Black / Latinx	58.9%		(63 / 107)
	White / Other		79.8%		(443 / 555)	
	19-20	All	All	79.0%		(532 / 673)
		ELL	Not ELL	79.4%		(513 / 646)
			ELL	70.4%		(19 / 27)
		Gender	Female	81.8%		(275 / 336)
			Male	76.3%		(257 / 337)
		InstrSetting	Not Special Ed	81.1%		(527 / 650)
			Special Ed	21.7%		(5 / 23)
		Race	Black / Latinx	62.3%		(81 / 130)
	White / Other		83.1%		(451 / 543)	
	18-19	All	All	79.3%		(444 / 560)
		ELL	Not ELL	80.0%		(436 / 545)
			ELL	53.3%		(8 / 15)
		Gender	Female	79.8%		(221 / 277)
			Male	78.8%		(223 / 283)
		InstrSetting	Not Special Ed	81.0%		(440 / 543)
Special Ed			23.5%		(4 / 17)	
Race		Black / Latinx	67.0%		(69 / 103)	
	White / Other	82.1%		(375 / 457)		
17-18	All	All	79.8%		(474 / 594)	

	Year	Group	Subgroup	%	Percent of students meeting or exceeding College and Career Ready Benchmarks on SAT for Lexington Technology Center	Number of Students
Evidence-Based Reading and Writing	17-18	ELL	Not ELL	80.0%		(467 / 584)
			ELL	70.0%		(7 / 10)
		Gender	Female	81.5%		(233 / 286)
			Male	78.2%		(241 / 308)
		InstrSetting	Not Special Ed	81.6%		(470 / 576)
			Special Ed	22.2%		(4 / 18)
		Race	Black / Latinx	63.6%		(63 / 99)
			White / Other	83.0%		(411 / 495)
	16-17	All	All	86.0%		(331 / 385)
		ELL	Not ELL	86.4%		(330 / 382)
			ELL	50.0%		(3 / 6)
		Gender	Female	86.2%		(169 / 196)
			Male	85.7%		(162 / 189)
		InstrSetting	Not Special Ed	85.7%		(329 / 384)
			Special Ed	100.0%		(4 / 4)
		Race	Black / Latinx	62.5%		(30 / 48)
	White / Other		89.3%		(301 / 337)	
	15-16	All	All	75.4%		(239 / 317)
		ELL	Not ELL	75.3%		(238 / 316)
			ELL	83.3%		(5 / 6)
		Gender	Female	73.5%		(114 / 155)
			Male	77.2%		(125 / 162)
		InstrSetting	Not Special Ed	76.2%		(243 / 319)
			Special Ed	0.0%		(0 / 3)
		Race	Black / Latinx	65.8%		(25 / 38)
	White / Other		76.7%		(214 / 279)	
	14-15	All	All	70.0%		(166 / 237)
		ELL	Not ELL	71.1%		(165 / 232)
			ELL	20.0%		(1 / 5)
		Gender	Female	71.2%		(79 / 111)
			Male	69.0%		(87 / 126)
		InstrSetting	Not Special Ed	70.4%		(164 / 233)
Special Ed			50.0%		(2 / 4)	
Race		Black / Latinx	39.1%		(9 / 23)	
	White / Other	73.4%		(157 / 214)		

	Year	Group	Subgroup	%	Percent of students meeting or exceeding College and Career Ready Benchmarks on SAT for Lexington Technology Center	Number of Students
Math	21-22	All	All	51.8%		(336 / 649)
		ELL	Not ELL	51.7%		(323 / 625)
			ELL	54.2%		(13 / 24)
		Gender	Female	49.7%		(159 / 320)
			Male	53.8%		(177 / 329)
		InstrSetting	Not Special Ed	52.9%		(334 / 631)
			Special Ed	11.1%		(2 / 18)
		Race	Black / Latinx	30.3%		(30 / 99)
			White / Other	55.6%		(306 / 550)
		19-20	All	All	51.7%	
	ELL		Not ELL	52.9%		(342 / 646)
			ELL	22.2%		(6 / 27)
	Gender		Female	48.5%		(163 / 336)
			Male	54.9%		(185 / 337)
	InstrSetting		Not Special Ed	52.8%		(343 / 650)
			Special Ed	21.7%		(5 / 23)
	Race		Black / Latinx	33.1%		(43 / 130)
			White / Other	56.2%		(305 / 543)
	18-19		All	All	56.4%	
		ELL	Not ELL	57.4%		(313 / 545)
			ELL	20.0%		(3 / 15)
		Gender	Female	48.4%		(134 / 277)
			Male	64.3%		(182 / 283)
		InstrSetting	Not Special Ed	57.6%		(313 / 543)
			Special Ed	17.6%		(3 / 17)
		Race	Black / Latinx	36.9%		(38 / 103)
			White / Other	60.8%		(278 / 457)
		17-18	All	All	60.4%	
	ELL		Not ELL	60.4%		(353 / 584)
			ELL	60.0%		(6 / 10)
	Gender		Female	55.9%		(160 / 286)
			Male	64.6%		(199 / 308)
InstrSetting	Not Special Ed		62.2%		(358 / 576)	
	Special Ed		5.6%		(1 / 18)	
Race	Black / Latinx		44.4%		(44 / 99)	
	White / Other		63.6%		(315 / 495)	
16-17	All		All	64.2%		(247 / 385)
	ELL	Not ELL	64.7%		(247 / 382)	

	Year	Group	Subgroup	%	Percent of students meeting or exceeding College and Career Ready Benchmarks on SAT for Lexington Technology Center	Number of Students
Math	16-17	ELL	ELL	16.7%		(1 / 6)
		Gender	Female	59.2%		(116 / 196)
			Male	69.3%		(131 / 189)
		InstrSetting	Not Special Ed	63.8%		(245 / 384)
			Special Ed	75.0%		(3 / 4)
		Race	Black / Latinx	41.7%		(20 / 48)
	White / Other		67.4%		(227 / 337)	
	15-16	All	All	54.3%		(172 / 317)
		ELL	Not ELL	54.4%		(172 / 316)
			ELL	50.0%		(3 / 6)
		Gender	Female	47.7%		(74 / 155)
			Male	60.5%		(98 / 162)
		InstrSetting	Not Special Ed	54.9%		(175 / 319)
			Special Ed	0.0%		(0 / 3)
		Race	Black / Latinx	31.6%		(12 / 38)
	White / Other		57.3%		(160 / 279)	
	14-15	All	All	55.7%		(132 / 237)
		ELL	Not ELL	56.5%		(131 / 232)
			ELL	20.0%		(1 / 5)
		Gender	Female	53.2%		(59 / 111)
			Male	57.9%		(73 / 126)
		InstrSetting	Not Special Ed	55.8%		(130 / 233)
			Special Ed	50.0%		(2 / 4)
		Race	Black / Latinx	30.4%		(7 / 23)
	White / Other		58.4%		(125 / 214)	

	Year	Group	Subgroup	%	Percent of students with Silver or higher on Ready to Work for Lexington Technology Center	Number of Students
Ready to Work	2020-2021	All	All	79.2%		(685 / 865)
		ELL	Not ELL	80.7%		(655 / 812)
			ELL	56.6%		(30 / 53)
		Gender	Female	82.5%		(259 / 314)
			Male	77.3%		(426 / 551)
		InstrSetting	Not Special Ed	82.9%		(658 / 794)
			Special Ed	38.0%		(27 / 71)
		Race	Black / Latinx	59.0%		(72 / 122)
			White / Other	82.5%		(613 / 743)
	2018-2019	All	All	77.1%		(411 / 533)
		ELL	Not ELL	77.8%		(397 / 510)
			ELL	60.9%		(14 / 23)
		Gender	Female	79.2%		(160 / 202)
			Male	75.8%		(251 / 331)
		InstrSetting	Not Special Ed	82.7%		(392 / 474)
			Special Ed	32.2%		(19 / 59)
		Race	Black / Latinx	58.6%		(51 / 87)
			White / Other	80.7%		(360 / 446)
	2017-2018	All	All	77.5%		(361 / 466)
		ELL	Not ELL	78.4%		(348 / 444)
			ELL	59.1%		(13 / 22)
		Gender	Female	78.5%		(139 / 177)
			Male	76.8%		(222 / 289)
		InstrSetting	Not Special Ed	84.1%		(343 / 408)
			Special Ed	31.0%		(18 / 58)
		Race	Black / Latinx	68.1%		(64 / 94)
			White / Other	79.8%		(297 / 372)

	Year	Group	Subgroup	%	Percent of students with Silver or higher on WorkKeys Lexington Technology Center	Number of Students
WorkKeys	2021-2022	All	All	69.4%		(378 / 545)
		ELL	Not ELL	68.8%		(358 / 520)
			ELL	80.0%		(20 / 25)
		Gender	Female	74.8%		(154 / 206)
			Male	66.1%		(224 / 339)
		InstrSetting	Not Special Ed	74.7%		(370 / 495)
			Special Ed	16.0%		(8 / 50)
		Race	Black / Latinx	60.7%		(51 / 84)
	White / Other		70.9%		(327 / 461)	
	2016-2017	All	All	71.5%		(419 / 586)
		ELL	Not ELL	72.4%		(410 / 566)
			ELL	45.0%		(9 / 20)
		Gender	Female	76.4%		(178 / 233)
			Male	68.3%		(241 / 353)
		InstrSetting	Not Special Ed	76.5%		(401 / 524)
			Special Ed	29.0%		(18 / 62)
		Race	Black / Latinx	50.0%		(40 / 80)
	White / Other		74.9%		(379 / 506)	
	2015-2016	All	All	76.3%		(419 / 549)
		ELL	Not ELL	77.1%		(417 / 541)
			ELL	25.0%		(2 / 8)
		Gender	Female	78.3%		(148 / 189)
			Male	75.3%		(271 / 360)
		InstrSetting	Not Special Ed	80.9%		(403 / 498)
			Special Ed	31.4%		(16 / 51)
		Race	Black / Latinx	66.7%		(60 / 90)
	White / Other		78.2%		(359 / 459)	
	2014-2015	All	All	80.3%		(370 / 461)
		ELL	Not ELL	80.6%		(362 / 449)
			ELL	66.7%		(8 / 12)
		Gender	Female	80.0%		(140 / 175)
			Male	80.4%		(230 / 286)
InstrSetting		Not Special Ed	85.5%		(359 / 420)	
		Special Ed	26.8%		(11 / 41)	
Race		Black / Latinx	63.0%		(34 / 54)	
	White / Other	82.6%		(336 / 407)		

	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for Lexington Technology Center	Number of Students
Algebra 1	21-22	All	All	77.1%		(121 / 157)
		ELL	ELL	25.0%		(1 / 4)
			Not ELL	78.4%		(120 / 153)
		Gender	Female	83.8%		(57 / 68)
			Male	71.9%		(64 / 89)
		InstrSetting	Not Special Ed	80.9%		(110 / 136)
			Special Ed	52.4%		(11 / 21)
		Race	Black / Latinx	69.8%		(30 / 43)
	White / Other		79.8%		(91 / 114)	
	20-21	All	All	64.5%		(118 / 183)
		ELL	Not ELL	66.1%		(117 / 177)
			ELL	16.7%		(1 / 6)
		Gender	Female	71.8%		(56 / 78)
			Male	59.0%		(62 / 105)
		InstrSetting	Not Special Ed	66.9%		(107 / 160)
			Special Ed	47.8%		(11 / 23)
		Race	Black / Latinx	55.9%		(19 / 34)
	White / Other		66.4%		(99 / 149)	
	18-19	All	All	72.2%		(166 / 230)
		ELL	Not ELL	72.9%		(164 / 225)
			ELL	40.0%		(2 / 5)
		Gender	Female	75.6%		(65 / 86)
			Male	70.1%		(101 / 144)
		InstrSetting	Not Special Ed	78.6%		(151 / 192)
			Special Ed	39.5%		(15 / 38)
		Race	Black / Latinx	55.6%		(30 / 54)
	White / Other		77.3%		(136 / 176)	
	17-18	All	All	73.6%		(181 / 246)
		ELL	Not ELL	74.7%		(177 / 237)
			ELL	44.4%		(4 / 9)
		Gender	Female	78.4%		(58 / 74)
			Male	71.5%		(123 / 172)
InstrSetting		Not Special Ed	81.1%		(163 / 201)	
		Special Ed	40.0%		(18 / 45)	
Race		Black / Latinx	61.3%		(38 / 62)	
	White / Other	77.7%		(143 / 184)		
16-17	All	All	77.2%		(230 / 298)	
	ELL	Not ELL	78.2%		(229 / 293)	

	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for Lexington Technology Center	Number of Students
Algebra 1	16-17	ELL	ELL	20.0%		(1 / 5)
		Gender	Female	81.8%		(72 / 88)
			Male	75.2%		(158 / 210)
		InstrSetting	Not Special Ed	84.2%		(208 / 247)
			Special Ed	43.1%		(22 / 51)
		Race	Black / Latinx	65.5%		(36 / 55)
			White / Other	79.8%		(194 / 243)

	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for Lexington Technology Center	Number of Students
Biology 1	21-22	All	All	74.6%		(211 / 283)
		ELL	ELL	50.0%		(2 / 4)
			Not ELL	74.9%		(209 / 279)
		Gender	Female	79.0%		(98 / 124)
			Male	71.1%		(113 / 159)
		InstrSetting	Not Special Ed	80.5%		(206 / 256)
			Special Ed	18.5%		(5 / 27)
		Race	Black / Latinx	59.7%		(40 / 67)
	White / Other		79.2%		(171 / 216)	
	20-21	All	All	64.2%		(291 / 453)
		ELL	Not ELL	65.9%		(288 / 437)
			ELL	18.8%		(3 / 16)
		Gender	Female	68.6%		(129 / 188)
			Male	61.1%		(162 / 265)
		InstrSetting	Not Special Ed	67.2%		(279 / 415)
			Special Ed	31.6%		(12 / 38)
		Race	Black / Latinx	58.1%		(43 / 74)
	White / Other		65.4%		(248 / 379)	
	18-19	All	All	81.1%		(241 / 297)
		ELL	Not ELL	81.4%		(240 / 295)
			ELL	50.0%		(1 / 2)
		Gender	Female	83.1%		(98 / 118)
			Male	79.9%		(143 / 179)
		InstrSetting	Not Special Ed	85.3%		(227 / 266)
			Special Ed	45.2%		(14 / 31)
		Race	Black / Latinx	54.7%		(29 / 53)
	White / Other		86.9%		(212 / 244)	
	17-18	All	All	79.7%		(244 / 306)
		ELL	Not ELL	80.8%		(235 / 291)
			ELL	60.0%		(9 / 15)
		Gender	Female	76.0%		(73 / 96)
			Male	81.4%		(171 / 210)
		InstrSetting	Not Special Ed	85.8%		(230 / 268)
			Special Ed	36.8%		(14 / 38)
		Race	Black / Latinx	58.2%		(32 / 55)
	White / Other		84.5%		(212 / 251)	
	16-17	All	All	87.0%		(255 / 293)
ELL		Not ELL	87.2%		(252 / 289)	
		ELL	75.0%		(3 / 4)	

	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for Lexington Technology Center	Number of Students
Biology 1	16-17	Gender	Female	89.4%		(93 / 104)
			Male	85.7%		(162 / 189)
		InstrSetting	Not Special Ed	91.2%		(237 / 260)
			Special Ed	54.5%		(18 / 33)
		Race	Black / Latinx	78.4%		(40 / 51)
			White / Other	88.8%		(215 / 242)

	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for Lexington Technology Center	Number of Students
English 2	21-22	All	All	92.6%		(389 / 420)
		ELL	ELL	85.7%		(6 / 7)
			Not ELL	92.7%		(383 / 413)
		Gender	Female	94.9%		(166 / 175)
			Male	91.0%		(223 / 245)
		InstrSetting	Not Special Ed	95.7%		(359 / 375)
			Special Ed	66.7%		(30 / 45)
		Race	Black / Latinx	91.6%		(87 / 95)
	White / Other		92.9%		(302 / 325)	
	20-21	All	All	91.7%		(320 / 349)
		ELL	Not ELL	92.3%		(311 / 337)
			ELL	75.0%		(9 / 12)
		Gender	Female	96.5%		(136 / 141)
			Male	88.5%		(184 / 208)
		InstrSetting	Not Special Ed	94.1%		(302 / 321)
			Special Ed	64.3%		(18 / 28)
Race		Black / Latinx	83.9%		(47 / 56)	
	White / Other	93.2%		(273 / 293)		

	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for Lexington Technology Center	Number of Students
US History	21-22	All	All	59.8%		(195 / 326)
		ELL	ELL	20.0%		(1 / 5)
			Not ELL	60.4%		(194 / 321)
		Gender	Female	50.8%		(62 / 122)
			Male	65.2%		(133 / 204)
		InstrSetting	Not Special Ed	62.9%		(190 / 302)
			Special Ed	20.8%		(5 / 24)
		Race	Black / Latinx	47.6%		(30 / 63)
	White / Other		62.7%		(165 / 263)	
	20-21	All	All	63.0%		(301 / 478)
		ELL	Not ELL	63.9%		(294 / 460)
			ELL	38.9%		(7 / 18)
		Gender	Female	67.2%		(117 / 174)
			Male	60.5%		(184 / 304)
		InstrSetting	Not Special Ed	65.5%		(290 / 443)
			Special Ed	31.4%		(11 / 35)
		Race	Black / Latinx	50.0%		(42 / 84)
	White / Other		65.7%		(259 / 394)	
	18-19	All	All	79.1%		(421 / 532)
		ELL	Not ELL	79.8%		(408 / 511)
			ELL	61.9%		(13 / 21)
		Gender	Female	72.8%		(142 / 195)
			Male	82.8%		(279 / 337)
		InstrSetting	Not Special Ed	84.2%		(405 / 481)
			Special Ed	31.4%		(16 / 51)
		Race	Black / Latinx	64.8%		(70 / 108)
	White / Other		82.8%		(351 / 424)	
	17-18	All	All	83.4%		(406 / 487)
		ELL	Not ELL	84.3%		(397 / 471)
			ELL	56.3%		(9 / 16)
Gender		Female	80.1%		(153 / 191)	
		Male	85.5%		(253 / 296)	
InstrSetting		Not Special Ed	85.9%		(372 / 433)	
		Special Ed	63.0%		(34 / 54)	
Race		Black / Latinx	74.3%		(81 / 109)	
	White / Other	86.0%		(325 / 378)		
16-17	All	All	85.2%		(420 / 493)	
	ELL	Not ELL	85.9%		(415 / 483)	
		ELL	50.0%		(5 / 10)	

	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for Lexington Technology Center	Number of Students
US History	16-17	Gender	Female	87.5%		(175 / 200)
			Male	83.6%		(245 / 293)
		InstrSetting	Not Special Ed	87.5%		(393 / 449)
			Special Ed	61.4%		(27 / 44)
		Race	Black / Latinx	68.8%		(44 / 64)
			White / Other	87.6%		(376 / 429)
























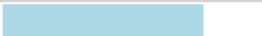





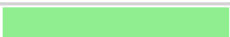






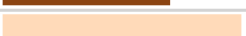

	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for Lexington Technology Center	Number of Students
English 1	18-19	All	All	83.3%		(110 / 132)
		ELL	Not ELL	84.6%		(110 / 130)
			ELL	0.0%		(0 / 2)
		Gender	Female	89.8%		(44 / 49)
			Male	79.5%		(66 / 83)
		InstrSetting	Not Special Ed	90.3%		(102 / 113)
			Special Ed	42.1%		(8 / 19)
		Race	Black / Latinx	66.7%		(20 / 30)
	White / Other		88.2%		(90 / 102)	
	17-18	All	All	77.9%		(109 / 140)
		ELL	Not ELL	80.5%		(107 / 133)
			ELL	28.6%		(2 / 7)
		Gender	Female	96.9%		(31 / 32)
			Male	72.2%		(78 / 108)
		InstrSetting	Not Special Ed	85.3%		(99 / 116)
			Special Ed	41.7%		(10 / 24)
		Race	Black / Latinx	60.0%		(18 / 30)
	White / Other		82.7%		(91 / 110)	
	16-17	All	All	74.5%		(102 / 137)
		ELL	Not ELL	75.6%		(102 / 135)
			ELL	0.0%		(0 / 2)
		Gender	Female	90.0%		(27 / 30)
			Male	70.1%		(75 / 107)
		InstrSetting	Not Special Ed	82.4%		(98 / 119)
Special Ed			22.2%		(4 / 18)	
Race		Black / Latinx	65.2%		(15 / 23)	
	White / Other	76.3%		(87 / 114)		


























	Year	Group	Subgroup	%	On Time Graduation Rate for Lexington Technology Center	Number of Students
GradRate	21-22	All	All	97.2%		(516 / 531)
		ELL	Not ELL	97.2%		(516 / 531)
		Gender	Female	98.6%		(205 / 208)
			Male	96.3%		(311 / 323)
		InstrSetting	Not Special Ed	99.2%		(483 / 487)
			Special Ed	75.0%		(33 / 44)
		Race	Black / Latinx	95.2%		(40 / 42)
	White / Other		97.3%		(476 / 489)	
	20-21	All	All	96.9%		(401 / 414)
		ELL	Not ELL	96.9%		(401 / 414)
		Gender	Female	98.1%		(152 / 155)
			Male	96.1%		(249 / 259)
		InstrSetting	Not Special Ed	98.4%		(374 / 380)
			Special Ed	79.4%		(27 / 34)
		Race	Black / Latinx	97.5%		(39 / 40)
	White / Other		96.8%		(362 / 374)	
	19-20	All	All	98.3%		(518 / 527)
		ELL	Not ELL	98.2%		(496 / 505)
			ELL	100.0%		(22 / 22)
		Gender	Female	98.6%		(210 / 213)
			Male	98.1%		(308 / 314)
		InstrSetting	Not Special Ed	99.8%		(478 / 479)
			Special Ed	83.3%		(40 / 48)
	Race	Black / Latinx	96.1%		(49 / 51)	
		White / Other	98.5%		(469 / 476)	
	18-19	All	All	97.0%		(487 / 502)
		ELL	Not ELL	96.9%		(468 / 483)
			ELL	100.0%		(19 / 19)
		Gender	Female	98.5%		(192 / 195)
			Male	96.1%		(295 / 307)
		InstrSetting	Not Special Ed	99.3%		(448 / 451)
			Special Ed	76.5%		(39 / 51)
	Race	Black / Latinx	96.7%		(59 / 61)	
White / Other		97.1%		(428 / 441)		
17-18	All	All	97.5%		(467 / 479)	
	ELL	Not ELL	97.6%		(440 / 451)	
		ELL	96.4%		(27 / 28)	
	Gender	Female	98.9%		(185 / 187)	
		Male	96.6%		(282 / 292)	

	Year	Group	Subgroup	%	On Time Graduation Rate for Lexington Technology Center	Number of Students
GradRate	17-18	InstrSetting	Not Special Ed	99.1%		(433 / 437)
			Special Ed	81.0%		(34 / 42)
		Race	Black / Latinx	90.6%		(29 / 32)
			White / Other	98.0%		(438 / 447)
	16-17	All	All	97.1%		(437 / 450)
		ELL	Not ELL	97.3%		(429 / 441)
			ELL	88.9%		(8 / 9)
		Gender	Female	98.2%		(162 / 165)
			Male	96.5%		(275 / 285)
		InstrSetting	Not Special Ed	99.3%		(413 / 416)
			Special Ed	70.6%		(24 / 34)
		Race	Black / Latinx	95.0%		(76 / 80)
	White / Other		97.6%		(361 / 370)	
	15-16	All	All	96.7%		(465 / 481)
		ELL	Not ELL	96.8%		(458 / 473)
			ELL	87.5%		(7 / 8)
		Gender	Female	99.5%		(182 / 183)
			Male	95.0%		(283 / 298)
		InstrSetting	Not Special Ed	99.5%		(435 / 437)
			Special Ed	68.2%		(30 / 44)
		Race	Black / Latinx	90.2%		(74 / 82)
	White / Other		98.0%		(391 / 399)	























Year	Status	Student Count	Stu Cnt
15-16			
	CC-LOCAL DOCUMENT RECIPIENT	9	1.9%
	GN-NON-GRADUATE	7	1.5%
	GY-GRADUATE	465	96.7%
16-17			
	CC-LOCAL DOCUMENT RECIPIENT	9	2.0%
	GN-NON-GRADUATE	4	0.9%
	GY-GRADUATE	437	97.1%
17-18			
	CC	5	1.0%
	GN	7	1.5%
	GY	467	97.5%
18-19			
	CC	5	1.0%
	GN	10	2.0%
	GY	487	97.0%
19-20			
	CC	6	1.1%
	GN	3	0.6%

19-20	GY	518	98.3%
20-21			
	CC	7	1.7%
	GN	6	1.4%
	GY	401	96.9%
21-22			
	CC	9	1.7%
	GN	6	1.1%
	GY	516	97.2%
Total		3384	


















	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Lexington Technology Center	Number of Students
Honors	21-22	All	All	48.0%		(929 / 1934)
		ELL	Not ELL	47.9%		(877 / 1829)
			ELL	49.5%		(52 / 105)
		Gender	Female	56.8%		(436 / 768)
			Male	42.3%		(493 / 1166)
		InstrSetting	Not Special Ed	51.8%		(914 / 1766)
			Special Ed	8.9%		(15 / 168)
		Race	Black / Latinx	36.1%		(148 / 410)
	White / Other		51.2%		(781 / 1524)	
	20-21	All	All	45.0%		(748 / 1664)
		ELL	Not ELL	45.4%		(715 / 1576)
			ELL	37.5%		(33 / 88)
		Gender	Female	57.3%		(382 / 667)
			Male	36.7%		(366 / 997)
		InstrSetting	Not Special Ed	48.2%		(735 / 1526)
			Special Ed	9.4%		(13 / 138)
		Race	Black / Latinx	32.0%		(91 / 284)
	White / Other		47.6%		(657 / 1380)	
	19-20	All	All	46.0%		(912 / 1984)
		ELL	Not ELL	46.1%		(876 / 1901)
			ELL	43.4%		(36 / 83)
		Gender	Female	55.1%		(446 / 809)
			Male	39.7%		(466 / 1175)
		InstrSetting	Not Special Ed	49.0%		(891 / 1817)
			Special Ed	12.6%		(21 / 167)
		Race	Black / Latinx	35.8%		(133 / 371)
	White / Other		48.3%		(779 / 1613)	
	18-19	All	All	44.5%		(842 / 1892)
		ELL	Not ELL	44.7%		(814 / 1821)
			ELL	39.4%		(28 / 71)
		Gender	Female	55.0%		(413 / 751)
			Male	37.6%		(429 / 1141)
		InstrSetting	Not Special Ed	47.8%		(825 / 1725)
Special Ed			10.2%		(17 / 167)	
Race		Black / Latinx	33.1%		(119 / 360)	
	White / Other	47.2%		(723 / 1532)		
17-18	All	All	44.3%		(779 / 1758)	
	ELL	Not ELL	44.6%		(750 / 1680)	

	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Lexington Technology Center	Number of Students
Honors	17-18	ELL	ELL	37.2%		(29 / 78)
		Gender	Female	56.5%		(378 / 669)
			Male	36.8%		(401 / 1089)
		InstrSetting	Not Special Ed	48.3%		(768 / 1591)
			Special Ed	6.6%		(11 / 167)
		Race	Black / Latinx	35.0%		(118 / 337)
	White / Other		46.5%		(661 / 1421)	
	16-17	All	All	47.1%		(796 / 1690)
		ELL	Not ELL	47.8%		(791 / 1656)
			ELL	14.7%		(5 / 34)
		Gender	Female	60.3%		(386 / 640)
			Male	39.0%		(410 / 1050)
		InstrSetting	Not Special Ed	50.7%		(787 / 1552)
			Special Ed	6.5%		(9 / 138)
		Race	Black / Latinx	36.5%		(92 / 252)
	White / Other		49.0%		(704 / 1438)	
	15-16	All	All	32.4%		(534 / 1647)
		ELL	Not ELL	32.8%		(531 / 1619)
			ELL	10.7%		(3 / 28)
		Gender	Female	42.5%		(269 / 633)
			Male	26.1%		(265 / 1014)
		InstrSetting	Not Special Ed	35.0%		(529 / 1511)
			Special Ed	3.7%		(5 / 136)
		Race	Black / Latinx	25.3%		(63 / 249)
White / Other	33.7%			(471 / 1398)		



























	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Lexington Technology Center	Number of Students
AP/IB	21-22	All	All	17.6%		(329 / 1872)
		ELL	Not ELL	17.7%		(314 / 1776)
			ELL	15.6%		(15 / 96)
		Gender	Female	21.3%		(159 / 748)
			Male	15.1%		(170 / 1124)
		InstrSetting	Not Special Ed	19.2%		(328 / 1704)
			Special Ed	0.6%		(1 / 168)
		Race	Black / Latinx	11.3%		(45 / 399)
	White / Other		19.3%		(284 / 1473)	
	20-21	All	All	18.6%		(303 / 1629)
		ELL	Not ELL	18.7%		(288 / 1542)
			ELL	17.2%		(15 / 87)
		Gender	Female	24.0%		(155 / 646)
			Male	15.1%		(148 / 983)
		InstrSetting	Not Special Ed	20.1%		(299 / 1491)
			Special Ed	2.9%		(4 / 138)
		Race	Black / Latinx	12.1%		(34 / 282)
	White / Other		20.0%		(269 / 1347)	
	19-20	All	All	20.1%		(389 / 1940)
		ELL	Not ELL	20.0%		(372 / 1858)
			ELL	20.7%		(17 / 82)
		Gender	Female	24.7%		(197 / 799)
			Male	16.8%		(192 / 1141)
		InstrSetting	Not Special Ed	21.6%		(384 / 1774)
			Special Ed	3.0%		(5 / 166)
		Race	Black / Latinx	13.6%		(50 / 368)
	White / Other		21.6%		(339 / 1572)	
	18-19	All	All	21.2%		(391 / 1846)
		ELL	Not ELL	21.5%		(382 / 1776)
			ELL	12.9%		(9 / 70)
		Gender	Female	25.2%		(186 / 738)
			Male	18.5%		(205 / 1108)
		InstrSetting	Not Special Ed	23.0%		(387 / 1679)
Special Ed			2.4%		(4 / 167)	
Race		Black / Latinx	15.3%		(54 / 353)	
	White / Other	22.6%		(337 / 1493)		
17-18	All	All	17.0%		(294 / 1728)	
	ELL	Not ELL	17.5%		(288 / 1650)	


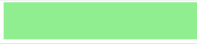




































	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Lexington Technology Center	Number of Students
AP/IB	17-18	ELL	ELL	7.7%		(6 / 78)
		Gender	Female	23.4%		(153 / 655)
			Male	13.1%		(141 / 1073)
		InstrSetting	Not Special Ed	18.7%		(292 / 1561)
			Special Ed	1.2%		(2 / 167)
		Race	Black / Latinx	11.1%		(37 / 333)
	White / Other		18.4%		(257 / 1395)	
	16-17	All	All	15.9%		(262 / 1651)
		ELL	Not ELL	16.1%		(260 / 1617)
			ELL	5.9%		(2 / 34)
		Gender	Female	22.9%		(143 / 625)
			Male	11.6%		(119 / 1026)
		InstrSetting	Not Special Ed	17.3%		(262 / 1513)
			Special Ed	0.0%		(0 / 138)
		Race	Black / Latinx	11.3%		(28 / 247)
	White / Other		16.7%		(234 / 1404)	
	15-16	All	All	3.0%		(49 / 1624)
		ELL	Not ELL	3.1%		(49 / 1596)
			ELL	0.0%		(0 / 28)
		Gender	Female	3.2%		(20 / 623)
			Male	2.9%		(29 / 1001)
		InstrSetting	Not Special Ed	3.3%		(49 / 1488)
			Special Ed	0.0%		(0 / 136)
		Race	Black / Latinx	2.8%		(7 / 248)
White / Other	3.1%			(42 / 1376)		

















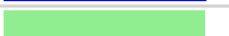















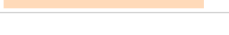

	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Lexington Technology Center	Number of Students
Dual Credit	21-22	All	All	9.0%		(168 / 1871)
		ELL	Not ELL	9.4%		(167 / 1776)
			ELL	1.1%		(1 / 95)
		Gender	Female	15.8%		(118 / 748)
			Male	4.5%		(50 / 1123)
		InstrSetting	Not Special Ed	9.7%		(166 / 1703)
			Special Ed	1.2%		(2 / 168)
		Race	Black / Latinx	5.8%		(23 / 399)
	White / Other		9.9%		(145 / 1472)	
	20-21	All	All	7.9%		(128 / 1628)
		ELL	Not ELL	8.1%		(125 / 1541)
			ELL	3.4%		(3 / 87)
		Gender	Female	11.6%		(75 / 647)
			Male	5.4%		(53 / 981)
		InstrSetting	Not Special Ed	8.5%		(127 / 1490)
			Special Ed	0.7%		(1 / 138)
		Race	Black / Latinx	4.3%		(12 / 282)
	White / Other		8.6%		(116 / 1346)	
	19-20	All	All	8.3%		(160 / 1938)
		ELL	Not ELL	8.5%		(158 / 1857)
			ELL	2.5%		(2 / 81)
		Gender	Female	12.0%		(96 / 799)
			Male	5.6%		(64 / 1139)
		InstrSetting	Not Special Ed	8.9%		(158 / 1772)
			Special Ed	1.2%		(2 / 166)
		Race	Black / Latinx	5.2%		(19 / 367)
	White / Other		9.0%		(141 / 1571)	
	18-19	All	All	6.7%		(124 / 1844)
		ELL	Not ELL	6.9%		(122 / 1775)
			ELL	2.9%		(2 / 69)
		Gender	Female	9.4%		(69 / 737)
			Male	5.0%		(55 / 1107)
InstrSetting		Not Special Ed	7.4%		(124 / 1677)	
		Special Ed	0.0%		(0 / 167)	
Race		Black / Latinx	4.0%		(14 / 352)	
	White / Other	7.4%		(110 / 1492)		
17-18	All	All	6.0%		(104 / 1726)	
	ELL	Not ELL	6.3%		(104 / 1648)	




































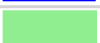


	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Lexington Technology Center	Number of Students
Dual Credit	17-18	ELL	ELL	0.0%		(0 / 78)
		Gender	Female	8.5%		(56 / 655)
			Male	4.5%		(48 / 1071)
		InstrSetting	Not Special Ed	6.7%		(104 / 1559)
			Special Ed	0.0%		(0 / 167)
		Race	Black / Latinx	2.4%		(8 / 333)
			White / Other	6.9%		(96 / 1393)
	16-17	All	All	3.7%		(61 / 1650)
		ELL	Not ELL	3.7%		(60 / 1616)
			ELL	2.9%		(1 / 34)
		Gender	Female	4.8%		(30 / 624)
			Male	3.0%		(31 / 1026)
		InstrSetting	Not Special Ed	4.0%		(61 / 1512)
			Special Ed	0.0%		(0 / 138)
		Race	Black / Latinx	2.8%		(7 / 247)
	White / Other		3.8%		(54 / 1403)	
	15-16	All	All	2.2%		(35 / 1624)
		ELL	Not ELL	2.2%		(35 / 1596)
			ELL	0.0%		(0 / 28)
		Gender	Female	3.7%		(23 / 623)
			Male	1.2%		(12 / 1001)
		InstrSetting	Not Special Ed	2.4%		(35 / 1488)
			Special Ed	0.0%		(0 / 136)
		Race	Black / Latinx	0.0%		(0 / 248)
	White / Other		2.5%		(35 / 1376)	



































	Year	Group	Subgroup	%	Percent of students absent 10 percent or more of their membership days for Lexington Technology Center	Number of Students
Chronic Absences	21-22	All	All	34.5%		(641 / 1856)
		ELL	Not ELL	34.2%		(613 / 1795)
			ELL	45.9%		(28 / 61)
		Gender	Female	34.8%		(259 / 745)
			Male	34.4%		(382 / 1111)
		InstrSetting	Not Special Ed	34.4%		(583 / 1693)
			Special Ed	35.6%		(58 / 163)
		Race	Black / Latinx	40.7%		(145 / 356)
	White / Other		33.1%		(496 / 1500)	
	20-21	All	All	23.3%		(379 / 1627)
		ELL	Not ELL	23.0%		(358 / 1559)
			ELL	30.9%		(21 / 68)
		Gender	Female	21.4%		(138 / 646)
			Male	24.6%		(241 / 981)
		InstrSetting	Not Special Ed	22.5%		(335 / 1489)
			Special Ed	31.9%		(44 / 138)
		Race	Black / Latinx	27.7%		(78 / 282)
	White / Other		22.4%		(301 / 1345)	
	19-20	All	All	13.7%		(265 / 1934)
		ELL	Not ELL	13.7%		(258 / 1884)
			ELL	14.0%		(7 / 50)
		Gender	Female	14.5%		(115 / 795)
			Male	13.2%		(150 / 1139)
		InstrSetting	Not Special Ed	13.6%		(241 / 1768)
			Special Ed	14.5%		(24 / 166)
		Race	Black / Latinx	14.2%		(52 / 367)
	White / Other		13.6%		(213 / 1567)	
	18-19	All	All	17.1%		(315 / 1842)
		ELL	Not ELL	17.3%		(311 / 1798)
			ELL	9.1%		(4 / 44)
		Gender	Female	17.5%		(129 / 736)
			Male	16.8%		(186 / 1106)
		InstrSetting	Not Special Ed	16.5%		(277 / 1675)
			Special Ed	22.8%		(38 / 167)
		Race	Black / Latinx	18.5%		(65 / 352)
	White / Other		16.8%		(250 / 1490)	
	17-18	All	All	12.8%		(230 / 1800)







































	Year	Group	Subgroup	%	Percent of students absent 10 percent or more of their membership days for Lexington Technology Center	Number of Students
Chronic Absences	17-18	ELL	Not ELL	13.8%		(236 / 1712)
			ELL	14.5%		(8 / 55)
		Gender	Female	12.6%		(85 / 675)
			Male	12.9%		(145 / 1125)
		InstrSetting	Not Special Ed	11.4%		(184 / 1619)
			Special Ed	15.0%		(27 / 180)
		Race	Black / Latinx	14.4%		(50 / 347)
			White / Other	12.4%		(180 / 1453)
	16-17	All	All	6.3%		(105 / 1657)
		ELL	Not ELL	6.3%		(102 / 1623)
			ELL	8.8%		(3 / 34)
		Gender	Female	6.4%		(40 / 626)
			Male	6.3%		(65 / 1031)
		InstrSetting	Not Special Ed	6.5%		(98 / 1519)
			Special Ed	5.1%		(7 / 138)
		Race	Black / Latinx	6.5%		(16 / 248)
	White / Other		6.3%		(89 / 1409)	
	15-16	All	All	6.0%		(97 / 1626)
		ELL	Not ELL	5.8%		(93 / 1598)
			ELL	14.3%		(4 / 28)
		Gender	Female	6.1%		(38 / 624)
			Male	5.9%		(59 / 1002)
		InstrSetting	Not Special Ed	6.0%		(90 / 1490)
			Special Ed	5.1%		(7 / 136)
		Race	Black / Latinx	6.8%		(17 / 249)
	White / Other		5.8%		(80 / 1377)	



































	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Lexington Technology Center	Number of Students
Referrals	21-22	All	All	36.7%		(682 / 1856)
		ELL	Not ELL	36.5%		(654 / 1794)
			ELL	45.2%		(28 / 62)
		Gender	Female	29.0%		(216 / 745)
			Male	41.9%		(466 / 1111)
		InstrSetting	Not Special Ed	36.3%		(614 / 1693)
			Special Ed	41.7%		(68 / 163)
		Race	Black / Latinx	46.7%		(149 / 319)
	White / Other		34.7%		(533 / 1537)	
	20-21	All	All	16.8%		(273 / 1627)
		ELL	Not ELL	16.8%		(261 / 1556)
			ELL	16.9%		(12 / 71)
		Gender	Female	10.7%		(69 / 646)
			Male	20.8%		(204 / 981)
		InstrSetting	Not Special Ed	16.5%		(245 / 1489)
			Special Ed	20.3%		(28 / 138)
		Race	Black / Latinx	20.9%		(49 / 234)
	White / Other		16.1%		(224 / 1393)	
	19-20	All	All	33.6%		(649 / 1934)
		ELL	Not ELL	34.1%		(637 / 1867)
			ELL	17.9%		(12 / 67)
		Gender	Female	25.7%		(204 / 795)
			Male	39.1%		(445 / 1139)
		InstrSetting	Not Special Ed	32.9%		(581 / 1768)
			Special Ed	41.0%		(68 / 166)
		Race	Black / Latinx	42.8%		(130 / 304)
	White / Other		31.8%		(519 / 1630)	
	18-19	All	All	49.1%		(905 / 1842)
		ELL	Not ELL	49.5%		(880 / 1778)
			ELL	39.1%		(25 / 64)
		Gender	Female	39.9%		(294 / 736)
			Male	55.2%		(611 / 1106)
		InstrSetting	Not Special Ed	48.3%		(809 / 1675)
Special Ed			57.5%		(96 / 167)	
Race		Black / Latinx	56.8%		(172 / 303)	
	White / Other	47.6%		(733 / 1539)		
17-18	All	All	40.5%		(702 / 1732)	
	ELL	Not ELL	40.9%		(677 / 1654)	

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Lexington Technology Center	Number of Students
Referrals	17-18	ELL	ELL	32.1%		(25 / 78)
		Gender	Female	30.2%		(199 / 659)
			Male	46.9%		(503 / 1073)
		InstrSetting	Not Special Ed	39.9%		(624 / 1564)
			Special Ed	46.4%		(78 / 168)
		Race	Black / Latinx	52.7%		(149 / 283)
	White / Other		38.2%		(553 / 1449)	
	16-17	All	All	41.1%		(681 / 1657)
		ELL	Not ELL	40.8%		(662 / 1623)
			ELL	55.9%		(19 / 34)
		Gender	Female	33.1%		(207 / 626)
			Male	46.0%		(474 / 1031)
		InstrSetting	Not Special Ed	39.8%		(604 / 1519)
			Special Ed	55.8%		(77 / 138)
		Race	Black / Latinx	49.0%		(120 / 245)
	White / Other		39.7%		(561 / 1412)	
	15-16	All	All	38.2%		(623 / 1631)
		ELL	Not ELL	37.9%		(607 / 1603)
			ELL	57.1%		(16 / 28)
		Gender	Female	28.1%		(176 / 627)
			Male	44.5%		(447 / 1004)
		InstrSetting	Not Special Ed	36.9%		(552 / 1494)
			Special Ed	51.8%		(71 / 137)
		Race	Black / Latinx	51.6%		(130 / 252)
	White / Other		35.8%		(493 / 1379)	
	14-15	All	All	38.3%		(571 / 1492)
		ELL	Not ELL	38.0%		(556 / 1463)
			ELL	51.7%		(15 / 29)
		Gender	Female	30.4%		(168 / 553)
			Male	42.9%		(403 / 939)
		InstrSetting	Not Special Ed	36.9%		(511 / 1384)
			Special Ed	55.6%		(60 / 108)
Race		Black / Latinx	42.6%		(78 / 183)	
	White / Other	37.7%		(493 / 1309)		

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Lexington Technology Center	Number of Students
In School Suspensions	21-22	All	All	16.1%		(299 / 1856)
		ELL	Not ELL	15.7%		(281 / 1794)
			ELL	29.0%		(18 / 62)
		Gender	Female	13.2%		(98 / 745)
			Male	18.1%		(201 / 1111)
		InstrSetting	Not Special Ed	15.1%		(256 / 1693)
			Special Ed	26.4%		(43 / 163)
		Race	Black / Latinx	25.7%		(82 / 319)
	White / Other		14.1%		(217 / 1537)	
	20-21	All	All	5.3%		(86 / 1627)
		ELL	Not ELL	5.3%		(82 / 1556)
			ELL	5.6%		(4 / 71)
		Gender	Female	2.5%		(16 / 646)
			Male	7.1%		(70 / 981)
		InstrSetting	Not Special Ed	4.8%		(71 / 1489)
			Special Ed	10.9%		(15 / 138)
		Race	Black / Latinx	7.3%		(17 / 234)
	White / Other		5.0%		(69 / 1393)	
	19-20	All	All	11.4%		(221 / 1934)
		ELL	Not ELL	11.7%		(219 / 1867)
			ELL	3.0%		(2 / 67)
		Gender	Female	7.3%		(58 / 795)
			Male	14.3%		(163 / 1139)
		InstrSetting	Not Special Ed	10.6%		(188 / 1768)
			Special Ed	19.9%		(33 / 166)
		Race	Black / Latinx	19.1%		(58 / 304)
	White / Other		10.0%		(163 / 1630)	
	18-19	All	All	18.8%		(347 / 1842)
		ELL	Not ELL	19.0%		(338 / 1778)
			ELL	14.1%		(9 / 64)
		Gender	Female	12.5%		(92 / 736)
			Male	23.1%		(255 / 1106)
		InstrSetting	Not Special Ed	17.4%		(292 / 1675)
Special Ed			32.9%		(55 / 167)	
Race		Black / Latinx	27.7%		(84 / 303)	
	White / Other	17.1%		(263 / 1539)		
17-18	All	All	17.6%		(304 / 1732)	
	ELL	Not ELL	17.7%		(293 / 1654)	

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Lexington Technology Center	Number of Students
In School Suspensions	17-18	ELL	ELL	14.1%		(11 / 78)
		Gender	Female	9.7%		(64 / 659)
			Male	22.4%		(240 / 1073)
		InstrSetting	Not Special Ed	16.2%		(254 / 1564)
			Special Ed	29.8%		(50 / 168)
		Race	Black / Latinx	28.6%		(81 / 283)
	White / Other		15.4%		(223 / 1449)	
	16-17	All	All	18.2%		(301 / 1657)
		ELL	Not ELL	18.2%		(295 / 1623)
			ELL	17.6%		(6 / 34)
		Gender	Female	10.1%		(63 / 626)
			Male	23.1%		(238 / 1031)
		InstrSetting	Not Special Ed	16.6%		(252 / 1519)
			Special Ed	35.5%		(49 / 138)
		Race	Black / Latinx	28.6%		(70 / 245)
	White / Other		16.4%		(231 / 1412)	
	15-16	All	All	19.2%		(313 / 1627)
		ELL	Not ELL	19.1%		(305 / 1599)
			ELL	28.6%		(8 / 28)
		Gender	Female	10.4%		(65 / 624)
			Male	24.7%		(248 / 1003)
		InstrSetting	Not Special Ed	18.2%		(271 / 1491)
			Special Ed	30.9%		(42 / 136)
		Race	Black / Latinx	28.5%		(71 / 249)
	White / Other		17.6%		(242 / 1378)	
	14-15	All	All	16.5%		(246 / 1492)
		ELL	Not ELL	16.5%		(241 / 1463)
			ELL	17.2%		(5 / 29)
Gender		Female	9.9%		(55 / 553)	
		Male	20.3%		(191 / 939)	
InstrSetting		Not Special Ed	15.9%		(220 / 1384)	
		Special Ed	24.1%		(26 / 108)	
Race		Black / Latinx	19.1%		(35 / 183)	
	White / Other	16.1%		(211 / 1309)		

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Lexington Technology Center	Number of Students
Out of School Suspensions	21-22	All	All	5.3%		(98 / 1856)
		ELL	Not ELL	5.3%		(95 / 1794)
			ELL	4.8%		(3 / 62)
		Gender	Female	1.7%		(13 / 745)
			Male	7.7%		(85 / 1111)
		InstrSetting	Not Special Ed	4.7%		(80 / 1693)
			Special Ed	11.0%		(18 / 163)
		Race	Black / Latinx	7.8%		(25 / 319)
	White / Other		4.7%		(73 / 1537)	
	20-21	All	All	2.0%		(33 / 1627)
		ELL	Not ELL	2.0%		(31 / 1556)
			ELL	2.8%		(2 / 71)
		Gender	Female	0.5%		(3 / 646)
			Male	3.1%		(30 / 981)
		InstrSetting	Not Special Ed	1.7%		(25 / 1489)
			Special Ed	5.8%		(8 / 138)
		Race	Black / Latinx	2.6%		(6 / 234)
	White / Other		1.9%		(27 / 1393)	
	19-20	All	All	4.6%		(89 / 1934)
		ELL	Not ELL	4.8%		(89 / 1867)
			ELL	0.0%		(0 / 67)
		Gender	Female	3.0%		(24 / 795)
			Male	5.7%		(65 / 1139)
		InstrSetting	Not Special Ed	4.2%		(75 / 1768)
			Special Ed	8.4%		(14 / 166)
		Race	Black / Latinx	5.6%		(17 / 304)
	White / Other		4.4%		(72 / 1630)	
	18-19	All	All	9.3%		(172 / 1842)
		ELL	Not ELL	9.5%		(169 / 1778)
			ELL	4.7%		(3 / 64)
		Gender	Female	4.5%		(33 / 736)
			Male	12.6%		(139 / 1106)
		InstrSetting	Not Special Ed	8.2%		(138 / 1675)
Special Ed			20.4%		(34 / 167)	
Race		Black / Latinx	13.2%		(40 / 303)	
	White / Other	8.6%		(132 / 1539)		
17-18	All	All	7.2%		(124 / 1732)	
	ELL	Not ELL	7.3%		(121 / 1654)	

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Lexington Technology Center	Number of Students
Out of School Suspensions	17-18	ELL	ELL	3.8%		(3 / 78)
		Gender	Female	2.6%		(17 / 659)
			Male	10.0%		(107 / 1073)
		InstrSetting	Not Special Ed	6.6%		(103 / 1564)
			Special Ed	12.5%		(21 / 168)
		Race	Black / Latinx	11.3%		(32 / 283)
	White / Other		6.3%		(92 / 1449)	
	16-17	All	All	5.6%		(92 / 1657)
		ELL	Not ELL	5.5%		(89 / 1623)
			ELL	8.8%		(3 / 34)
		Gender	Female	1.9%		(12 / 626)
			Male	7.8%		(80 / 1031)
		InstrSetting	Not Special Ed	4.9%		(74 / 1519)
			Special Ed	13.0%		(18 / 138)
		Race	Black / Latinx	7.8%		(19 / 245)
	White / Other		5.2%		(73 / 1412)	
	15-16	All	All	7.2%		(117 / 1626)
		ELL	Not ELL	7.1%		(114 / 1598)
			ELL	10.7%		(3 / 28)
		Gender	Female	3.4%		(21 / 625)
			Male	9.6%		(96 / 1001)
		InstrSetting	Not Special Ed	6.6%		(98 / 1490)
			Special Ed	14.0%		(19 / 136)
		Race	Black / Latinx	15.3%		(38 / 249)
	White / Other		5.7%		(79 / 1377)	
	14-15	All	All	5.7%		(85 / 1490)
		ELL	Not ELL	5.7%		(84 / 1461)
			ELL	3.4%		(1 / 29)
		Gender	Female	1.8%		(10 / 552)
			Male	8.0%		(75 / 938)
InstrSetting		Not Special Ed	5.1%		(70 / 1382)	
		Special Ed	13.9%		(15 / 108)	
Race		Black / Latinx	4.9%		(9 / 183)	
	White / Other	5.8%		(76 / 1307)		

Executive Summary of Needs Assessment Data Findings

School Name: **Lexington Technology Center**

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.

<p>Student Achievement</p> <p>Primary School (K - 2) Student</p> <p>Elementary/ Middle School (3 - 8) Student</p> <p>High School (9 - 12) Student</p>	<p>LTC is a leader in the state in number of certifications earned as well as program completion. Our students consistently meet Perkins standards for Math and ELA. The graduation rate for LTC students is 97.8% with 70.9% receiving a recognized postsecondary credential.</p> <p>LTC students consistently place in local, state, and national competitions in DECA, FFA, HOSA, and SkillsUSA. LTC students also participate in other student organizations including National Technical Honor Society, community service events, and VEX Robotics. LTC students also participate in many Work Based Learning opportunities through our local businesses.</p> <p>LTC students' placement rate into college, work, or the military is approaching 97%. While nearly two-thirds of all students obtain an industry credential.</p>
<p>Teacher/Administrator Quality</p>	<p>Teachers and Administrators at Lexington Technology Center are highly qualified and committed to their craft. Many instructors have numerous years' experience in their career field as well as the classroom. Many teachers have received state and national recognition for student achievement. Their students won or placed for many state and national awards. We currently have a student who is a CTE Presidential Scholar Finalist, and students consistently win and place in DECA, HOSA, FFA, SkillsUSA, and</p>

Executive Summary of Needs Assessment Data Findings

	<p>VEX Robotics. Teachers have been trailblazers in recommending and promoting industry certifications to students and the community as 2,521 certifications have been earned across our district. They consistently demonstrate high level instruction practices and are dedicated to the concept of continuous improvement in their craft through professional learning and collaboration.</p>
School Climate	<p>Lexington Technology Center (LTC) offers a wide array of elective courses for students from Lexington School District One's five high schools: Gilbert, Lexington, Pelion, River Bluff, and White Knoll High Schools. We currently have 38 district-wide pathways with 32 of those at LTC or shared with home schools. Students choose courses of interest and arrange time in their schedule to travel to LTC for those classes. Surveys collected consistently show that parents, students, and faculty members are pleased with the school climate.</p>

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.

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

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	TBD	95.0%	95.0%		95.0%	95.0%
			(Actual)	99.1%	100.0%	100.0%	96.6%	
	% of students on-track for having enough credits to graduate on time will be 95% at the end of grade 10.	Grade 10	96.5%	95.0%	95.0%	95.0%	95.0%	95.0%
			(Actual)	95.6%	97.0%	98.2%	97.7%	
	% of students on-track for having enough credits to graduate on time will be 98% at the end of grade 11.	Grade 11	94.3%	98.0%	98.0%	98.0%	98.0%	98.0%
			(Actual)	95.3%	95.7%	98.3%	97.4%	
	% 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	79.4%	81.3%	83.3%	85.3%	87.3%	89.3%
			(Actual)	77.9%	N/A Test scores not available for Sp. '20 Covid	80.0%	68.5%	
	% of graduates with professional certifications will increase annually by 1 point.	Grade 12	3.7%	4.6%	5.6%	6.0%	7.0%	8.0%
			(Actual)	4.5%	3.0%	2.6%	7.0%	
% of seniors graduating on time will reach 95% by 2021	Grade 12	97.1%	96.7%	95.8%	95.0%	95.0%	95.0%	
		(Actual)	97.0%	97.0%	96.6%	97.2%		
% 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	TBD				90.0%	90.0%	
		(Actual)		96.1%	95.7%	90.4%		

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		7.1%	9.1%	11.1%	13.1%	15.1%	17.1%
			(Actual)	9.1%	9.3%	6.8%	8.6%	
	Rigorous course enrollment equity indices for minority groups will increase by 0.03 annually.	Grades 9-12	0.701	0.731	0.761	0.894	0.924	0.954
			(Actual)	1.056	0.601	0.717	0.661	

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	TBD	N/A AP and IB exams are given at the student's homeschool not LTC				
			(Actual)					

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	16.6%	16.0%	15.5%	13.2%	12.7%	12.2%
			(Actual)	17.1%	13.7%	23.3%	34.5%	
	% of students with 1 or more out-of-school suspensions or expulsions will decrease by 0.5 points annually.	Grades 9-12	7.1%	6.5%	6.0%	5.5%	5.0%	4.5%
			(Actual)	7.6%	4.0%	2.0%	5.3%	
	% of students proficient in all power skill domains on the WIN assessment will increase by 1 points annually.	Grade 11	86.9%	87.8%	88.8%	89.9%	90.9%	91.8%
			(Actual)	83.1%	N/A Test scores not available for Sp. '20 Covid	73.4%	N/A Softskills not administered	

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		TBD			87.2%	98.0%	98.0%
			(Actual)	N/A Survey is given at the student's homeschool not LTC				
High	Positive responses to the SCDE survey item "Teachers at my school are encouraged to develop innovative solutions to problems." will reach 98% by 2021		TBD			98.0%	98.0%	98.0%
			(Actual)	N/A Survey is given at the student's homeschool not LTC				

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.		TBD		95.0%		95.0%	95.0%
			(Actual)	N/A Survey is given at the student's homeschool not LTC				
	% 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.		TBD		95.0%	95.0%	95.0%	95.0%
			(Actual)	N/A Survey is given at the student's homeschool not LTC				