

District Strategic Plan Signature Page

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

District:	Lexington 01
SIDN:	3201
Plan Submission:	School utilizes Cognia
Address 1:	100 Tarrar Springs Road
Address 2:	
City:	Lexington, SC
Zip Code:	29072-3835
District Plan Contact Person:	Natalie Osborne Smith, EdD
District Plan Contact Phone:	803-821-1012
District Plan E-mail Address:	nsmith@lexington1.net

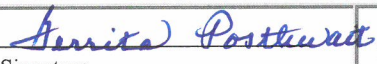
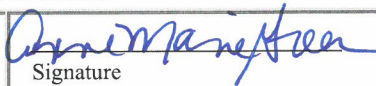
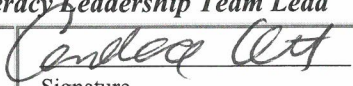
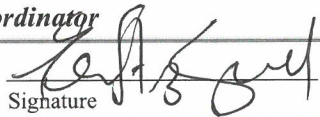
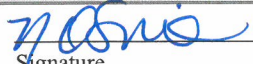
Required Signature Page

The district strategic 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 district strategic planning contact, the district Read to Succeed Leadership Team Lead, and the district Gifted and Talented coordinator are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

Assurances for the District Strategic Plans

The assurance pages following this page have been completed and the district superintendent signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 (S.C. Code Ann. §59-139-10 *et seq.* (Supp. 2004)); EAA (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)); District and School Planning (SBE Regulation 43-261); Student Health and Fitness Act (S.C. Code Ann. §59-10-330); Read to Succeed (S.C. Code Ann. §59-155-180 *et seq.*); Gifted and Talented (SBE Regulation 43-220); and Proficiency-Based System Plans (SBE Regulation 43-234); and General Grant including Terms and Conditions for SCDE Grant Programs as seen on the following 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>Chairperson, District Board of Trustees</i>		
<u>Anne Marie Green</u> Printed Name	 Signature	<u>4-11-23</u> Date
<i>District Read To Succeed Literacy Leadership Team Lead</i>		
<u>Dr. Candace Lett</u> Printed Name	 Signature	<u>4-12-23</u> Date
<i>District Gifted and Talented Coordinator</i>		
<u>Erin Fitzgerald</u> Printed Name	 Signature	<u>4-12-23</u> Date
<i>District Strategic Planning Contact Person</i>		
<u>Natalie Osborne Smith, EdD</u> Printed Name	 Signature	<u>4-14-23</u> Date

Assurances for District Strategic Plan

Assurances checked below, along with the signature page signed by the superintendent, attest that the district 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))	
Yes	Academic Assistance, PreK–3 The district 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 district 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 district 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 district provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the 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 district integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning. The district will provide a copy of their updated technology plan to the S.C. Department of Education on an annual basis.
Yes	Innovation The district uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
Yes	Collaboration The district (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).
Yes	Developmental Screening The district 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.
Yes	Half-Day Child Development The district 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, although they may be housed at locations with other grade levels or completely separate from schools.
Yes	Developmentally Appropriate Curriculum for PreK–3 The district 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 levels and take into account the student’s social and cultural context.
Yes	Parenting and Family Literacy The district 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 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): educational level of parent below high school graduation, 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 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.
Students Health and Fitness Act Assurance (S.C. Code Ann. § 59-10-330)	

Yes	Each school district shall establish and maintain a Coordinated School Health Advisory Council (CSHAC) to include members of the community, school representatives, students, parents, district food service employees, and school board members. The CSHAC will assess, plan, implement, and monitor district and school health policies and programs including the district wellness policy initiated in the 2006–07 school year. Each district, in collaboration with the CSHAC, shall develop, within the district's wellness policy, a school health improvement plan, in compliance with Section 59-10-310, that addresses strategies for improving student nutrition, health, and physical activity. The goals for the school health improvement plan, and progress toward those goals, must be included in the district's strategic plan required pursuant to Section 59-20-60.
Education and Economic Development Act Assurances for Districts (S.C. Code Ann. § 59-59-10 <i>et seq.</i>) The superintendent certifies that:	
Yes	Each elementary, middle, and high school in the district has implemented the Comprehensive Developmental Guidance and Counseling Program Model.
Yes	All elementary, middle, and high schools in the district have integrated career awareness, exploration, and/or preparation activities into their curricula.
Yes	Each middle and high school in the district has a student-to-guidance personnel ratio of 300:1 or less. (<i>Flexibility Provisos 1.26 and 1A.14 suspends professional staffing ratios for 2017–18 in eligible districts.</i>)
Yes	Each middle and high school in the district employs certified career development facilitators who perform the 13 duties specified in the EEDA legislation.
Yes	All students in grades eight through twelve have developed an individual graduation plan (IGP) that is reviewed by students and their parents/parental designees during annual IGP conferences facilitated by certified guidance counselors.
Yes	All eighth grade students in the district have chosen a career cluster. (Students may change their cluster choice if they desire to do so).
Yes	All tenth grade students in the district have chosen a career major. (Students may change their major if they desire to do so).
Yes	All high schools in the district offer enough courses for all students to complete their chosen majors. (NOTE: To complete a major, students must take four courses for elective credit that are associated with that major).
Yes	Each high school in the district is organized around a minimum of three of the 16 national career clusters.
Yes	Each high school in the district has implemented an evidence-based program model designed to ensure that students identified as being at-risk of dropping out actually graduate from high school with a state diploma.
Yes	Each high school in the district has implemented High Schools That Work or another state-approved comprehensive reform model.
Yes	Each high school in the district offers all students at least one opportunity to participate in an extended or work-based learning activity prior to graduation.
Yes	Each high school in the district offers students opportunities to enroll in courses for which they may receive both high school and college credit.
Read To Succeed Assurances (Act 284) (S.C. Code Ann. § 59-155-180 <i>et seq.</i>)	
Yes	District Reading Plan The district has a district reading plan which addresses the components of leadership, student outcomes, professional learning opportunities, instructional and assessment plans, parent and family involvement, and school-community partnerships.
Yes	4K and 5K Readiness Assessment The district ensures that a state identified readiness assessment for 4K and 5K is administered to all students prior to the 45th day of school.
Yes	Third Grade Retention The district provides support to ensure all students who are not reading on grade level by the end of third grade are provided with an instructional program based upon students' needs as determined by local and state formative and summative assessment data and provides intervening services, including summer reading camps, to reduce the number of students needing retention at the beginning of the 2017–18 school year.
Yes	Reading Coaches The district supports school based reading coaches in every elementary school.
Yes	Interventions The district provides interventions based on data for all students identified.
Yes	Summer Reading Camps The district offers summer reading camps for those students identified.
Gifted and Talented Assurances (SBE Regulation 43-220) Students Served The district serves:	
Yes	Academically gifted and talented students in elementary school (grades 3–5).
Yes	Academically gifted and talented students in middle school (grades 6–8).
Yes	Academically gifted and talented students in high school (grades 9–12).
No	Artistically gifted and talented students in elementary school (grades 3–5).
Yes	Artistically gifted and talented students in middle school (grades 6–8).
Yes	Artistically gifted and talented students in high school (grades 9–12).
No	Academically gifted and talented students in grades 1 and 2 (optional).

Academically and Artistically Gifted and Talented Plan	
The district plan provides a comprehensive, aligned, and coordinated continuum of services that address the advanced learning needs of academically and artistically gifted and talented students. The following components must be included in the planning:	
Yes	Differentiated curriculum, instruction, and assessments that maximize the potential of the identified students;
Yes	Support services that facilitate student learning and personalized education;
Yes	Programming models that facilitate the delivery of differentiation in curriculum and instruction;
Yes	Classroom ratios that foster positive results;
Yes	Appropriate and sufficient time in instruction to assure that the goals and objectives of the programming are met; and
Yes	Systematic assessment of student progress and programming effectiveness relative to goals.
Curriculum, Instruction, and Assessment	
Curriculum, instruction, and assessment that maximize the potential of the identified students and educational programming for academically gifted and talented students include these characteristics:	
Yes	Content, process, and product standards that exceed the state-adopted standards for all students and that provide challenges at appropriate levels for strengths of individual students;
Yes	Goals and indicators that require students to demonstrate depth and complexity of knowledge, creative and critical thinking, and problem-solving skills;
Yes	Instructional strategies that promote inquiry and accommodate the unique needs of gifted and talented learners;
Yes	Confluent approach that incorporates acceleration and enrichment;
Yes	Opportunities for the critical consumption, use, and creation of information using available technologies; and
Yes	Evaluation of student performance and programming effectiveness.
Programming Models and Time	
The district:	
Yes	Abides by the approved programming models (special class, special school, or resource room/pullout) for academic Gifted and Talented services,
Yes	Abides by the approved programming models (in-school, after-school, Saturday programming, summer programming, or approved hybrid) for artistic Gifted and Talented services, and
Yes	Meets or surpasses the minimum programming minutes for the approved model of services.
Yes	Innovative Model (SCDE approved) Any innovative model, outside of those listed above, has the required annual approval from the South Carolina Department of Education.
Staffing Requirements	
The district must:	
Yes	Employ teachers who hold a valid teaching certificate in the appropriate grade level(s) or subject area(s) included in the programming.
Yes	Employ Gifted and Talented endorsed teachers or Gifted and Talented certified teachers. <i>(A one year grace period is permitted in order to obtain endorsement for certified teachers teaching a Gifted and Talented course for the first time. The Gifted and Talented endorsement is encouraged for Gifted and Talented artistic teachers.)</i>
Yes	Provide planning times for Gifted and Talented teachers. The standard is 250 minutes a week or the appropriate grade-level equivalent.
Yes	Provide all teachers working with gifted and talented students annual professional development on differentiated curriculum, instructional strategies, social-emotional support, assessments, or other Gifted and Talented student-focused topics.
Yes	Provide training/guidance regarding the characteristics of academic giftedness for teachers and other district staff involved in the identification process.
Yes	Utilize an evaluation placement team to evaluate the Gifted and Talented identification process and to interpret and to evaluate student data in such a way as to insure appropriate student placement.
Communication and Reporting Requirements	
Yes	The district provides all parents/guardians with effective, written notice of the gifted and talented education programming, screening/referral procedures, and eligibility requirements.
Yes	If the district utilizes trial placement, local identification, and/or Gifted and Talented removal policies, those are readily accessible.
Yes	The district annually submits Form A Reports signed PDF.
Yes	The district annually submits Form A Reports Excel file.
Yes	The district annually submits Strategic Plan updates on its progress towards meeting the Gifted and Talented Goals.
Provide comments on why any of the Gifted and Talented assurances above are not met :	
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District Proficiency-Based System	
(SBE Regulation 43-234)	
Yes	The superintendent has approved the district's Proficiency-Based System that is aligned to the local school board policy. <ul style="list-style-type: none"> • The Proficiency-Based System plan has been evaluated annually by the SCDE and the results have been reported back to the district.

Yes	<p>The district's Proficiency-Based System Plan:</p> <ul style="list-style-type: none"> • Explains how the needs assessment substantiates the district's Proficiency-Based System; • Describes the subject area course procedures for the high school proficiency-based credits the district will implement; • Proffers a complete syllabus for each course, or the URL(s) where a syllabus may be found and the method in which the course will be taught; • Provides documentation that demonstrates each course and all proficiency assessments for direct instruction are aligned to the State adopted subject area academic standards for the current year; • Contains a list of the prerequisite courses used for selecting students for each proficiency-based course where prerequisites are required; and • Offers an explanation of how the proficiency-based assessments will be standardized across the district if the courses are offered in multiple schools.
Yes	The district has communicated NCAA eligibility requirements and higher education guidelines regarding proficiency-based courses with parents and students.
Yes	<p>Proficiency-based courses meet all relevant state statutes and regulations unless the State Board of Education (SBE) approved the district's waiver request.</p> <ul style="list-style-type: none"> • Teachers of all proficiency courses hold valid South Carolina certifications and are appropriately certified for the proficiency subjects in which they teach.

Assurances and Terms and Conditions for State Awards

As the district superintendent of Lexington 1, I certify that this applicant:

Yes	Has the legal authority to apply for state assistance and the institutional, managerial, and financial capability (including funds sufficient to pay the nonstate share of project costs) to ensure proper planning, management, and completion of the project described in this application.
Yes	Will give the South Carolina Department of Education (SCDE) access to and the right to examine all records, books, papers, or documents related to this award and will establish a proper accounting system in accordance with generally accepted accounting principles (GAAP) or agency directives.
Yes	Has an accounting system that includes sufficient internal controls, a clear audit trail, and written cost-allocation procedures as necessary. The financial management systems are capable of distinguishing expenditures that are attributable to this grant from those that are not attributable to this grant. This system is able to identify costs by programmatic year and by budget line item and to differentiate among direct, indirect, and administrative costs. In addition, the applicant will maintain adequate supporting documents for the expenditures and in-kind contributions, regardless of the type of funds, if any, that it makes under this grant. Costs are shown in books or records (e.g., disbursements ledger, journal, payroll register) and are supported by a source document such as a receipt, travel voucher, invoice, bill, or in-kind voucher.
Yes	Will also comply with GAAP as it relates to budgets, budget amendments, and expenditure claim submissions.
Yes	Will approve all expenditures, document receipt of goods and services, and record payments on the applicant's accounting records prior to submission of reimbursement claims to the SCDE for costs related to this grant.
Yes	Will initiate and complete work within the applicable time frame after receipt of approval by the SCDE.
Yes	Will not discriminate against any employee or applicant for employment because of race, color, religion, age, sex, national origin, or disability. The applicant will take affirmative action to ensure that applicants for employment and the employees during the period of their employment are treated without regard to their race, color, religion, age, sex, national origin, or disability.
Yes	Will comply with the Ethics, Government Accountability, and Campaign Reform Act (S.C. Code Ann. § 2-17-10 et seq. and § 8-13-100 <i>et seq.</i> (Supp. 2016)).
Yes	Will comply with the Drug Free Workplace Act (S.C. Code Ann. § 44-107-10 <i>et seq.</i> (Supp. 2016)) if the amount of this award is \$50,000 or more.

Terms and Conditions

Yes	<p>Completeness of Proposal</p> <p>All proposals should be complete and carefully worded and must contain all of the information requested by the South Carolina Department of Education (SCDE). If you do not believe a section applies to your proposal, please indicate that fact.</p>
Yes	<p>Non-awards/Termination</p> <p>The SCDE reserves the right to reject any and all applications and to refuse to grant monies under this solicitation. If the SCDE rejects an application, the applicant has a right to request a review of the process consistent with the appeals process presented in the Request for Proposals (RFP).</p> <p>After a grant has been awarded, the SCDE may terminate a grant by giving the grantee written notice of termination. In the event of a termination after award, the SCDE shall reimburse the grantee for expenses incurred up to the notification of termination. In addition, this grant may be terminated by the SCDE if the grantee fails to perform as promised in its proposal.</p> <p>Upon the termination of a grant, the grantee shall have the right to a review process. The grantee must notify the SCDE of its request within 30 days of receiving written notice of the termination.</p>
Yes	<p>Reduction in Budgets and Negotiations</p> <p>The SCDE reserves the right to negotiate budgets with potential grantees. The SCDE may, at its sole discretion, determine that a proposed budget is excessive and may negotiate a lower budget with the applicant. The applicant may, at that time, negotiate or withdraw its proposal. In addition, the SCDE may desire to fund a project, but not at the level proposed. In that case, the SCDE shall notify the applicant of the amount that can be funded, and the applicant and the SCDE shall negotiate a modification to the proposal to accommodate the lower budget. All final decisions are that of the SCDE.</p>
Yes	<p>Amendments to Grants</p> <p>Amendments are permitted upon the mutual agreement of the parties and will become effective when specified in writing and signed by both parties.</p>
Yes	<p>Use of Grant Funds</p> <p>Funds awarded are to be expended only for purposes and activities covered by the approved project plan, budget, and budget narrative.</p>
Yes	<p>Submission of Expenditure Reports</p> <p>Claims for reimbursement must be made at least quarterly and must be consistent with calendar quarters (e.g., an expenditure report claim for costs for January 1 through March 30 must be filed by May 15).</p>

Yes	<p>Obligation of Grant Funds</p> <p>Grant funds may not be obligated prior to the effective date or subsequent to the end or termination date of the grant period. No obligations are allowed after the end of the grant period. The final request for expenditure report claims must be submitted no later than thirty (30) days after the end of the grant period.</p>
Yes	<p>Deobligation of Funds</p> <p>After a final expenditure claim has been submitted to the SCDE, the grantee will go through the official deobligation process with the SCDE.</p>
Yes	<p>Documentation</p> <p>The grantee must provide for accurate and timely recording of receipts and expenditures. The grantee's accounting system should distinguish receipts and expenditures attributable to each grant. The grantee must review the memo regarding "Guidelines for Retaining Documentation to Support Expenditure Claims," available at http://ed.sc.gov/finance/auditing/manuals-handbooks-and-guidelines/guidelines-for-retaining-documentation-to-support-expenditures/.</p>
Yes	<p>Travel Costs</p> <p>Travel costs, if allowed under this solicitation, must not exceed limits noted in the United States General Services Administration (www.gsa.gov) regulations for lodging. Meals and incidentals are limited by the state budget proviso, currently not to exceed \$25 per day for in-state travel and \$32 for out-of-state travel (see page 91 of the document at http://www.cg.sc.gov/guidanceandformsforstateagencies/Documents/CGsAPP/9-30-2015/DisbursementReg-9-30-15edit.pdf). Mileage reimbursement must follow the current Office of Comptroller General instructions, which is consistent with the published IRS rates.</p>
Yes	<p>Honoraria</p> <p>Amounts paid in honoraria, if allowed under this grant, must be consistent with SCDE policies. Applicants should check with the program office before budgeting for honoraria.</p>
Yes	<p>Reports</p> <p>The grantee shall submit, as required or instructed by the awarding program office, all reports (programmatic, financial, or evaluation) within the specified period or date and in the prescribed format. An expenditure claim report must be filed by August 15 for all expenditures incurred by June 30 in order to comply with the generally accepted accounting principles (GAAP) and the production of the State's Comprehensive Annual Financial Report.</p>
Yes	<p>Copyright</p> <p>The grantee is free to copyright any books, publications, or other copyrightable materials developed in the course of this grant. However, the SCDE reserves a royalty-free, nonexclusive, and irrevocable license to reproduce, publish, or otherwise use, and to authorize others to use, the copyrighted work developed under this grant.</p>
Yes	<p>Certification Regarding Suspension and Debarment</p> <p>By submitting an application, the applicant certifies, to the best of its knowledge and belief, that the</p> <ul style="list-style-type: none"> • Applicant and/or any of its principals, subgrantees, or subcontractors <ul style="list-style-type: none"> • are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any state or federal agency; have not, within a three-year period preceding this application, been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) contract or subcontract; violation of federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and • are not presently indicted for, or otherwise criminally or civilly charged by a governmental entity with, commission of any of the offenses enumerated above. • Applicant has not, within a three-year period preceding this application, had one or more contracts terminated for default by any public (federal, state, or local) entity.
Yes	<p>Audits</p> <p>Although this Assurances, Terms, and Conditions document is for a state award, federal audit requirements apply as follows:</p> <ul style="list-style-type: none"> • Entities expending \$750,000 or more in federal awards: Entities that expend \$750,000 or more in federal awards during the fiscal year are required to have an audit performed in accordance with the provisions of 2 CFR Part 200.501, et seq. Except for the provisions for biennial audits provided in 2 CFR Part 200.504 (a) and (b), audits must be performed annually as stated at 2 CFR Part 200.504. A grantee that passes through funds to subrecipients has the responsibility of ensuring that federal awards are used for authorized purposes in compliance with federal program laws, federal and state regulations, and grant agreements. The director of the OMB, who will review this amount every two years, has the option of revising the threshold upward. • Entities expending less than \$750,000 in federal awards: Entities that expend less than \$750,000 in a fiscal year in federal awards are exempt from the audit requirements in 2 CFR Part 200.504. However, such entities are not exempt from other federal requirements (including those to maintain records) concerning federal awards provided to the entity. The entity's records must be available for review or audit by the SCDE and appropriate officials of federal agencies, pass-through entities, and the General Accounting Office (GAO).
Yes	<p>Records</p> <p>The grantee shall retain grant records, including financial records and supporting documentation, for a minimum of six (6) years after the end date of the grant when the final expenditure report claim for reimbursement and all final reports have been submitted, unless informed otherwise or in case of litigation.</p>

Stakeholder Involvement for District Strategic Plan

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

	Position	Name
1.	Superintendent	Dr. Gerrita Postlewait
2.	Principal	Heath Branham
3.	Teacher	Alecia Clamp
4.	Parent/Guardian	Fran Halloran
5.	Community Member	Otis Rawl
6.	Private School Representative	Margaret Anne Gaffney
7.	District Level Administrator	Nicole Mitchell
8.	District Level Administrator	Dr. Luke Clamp
9.	Paraprofessional	Melanie Phillips
10.	District Read To Succeed Literacy Leadership Team Lead	Dr. Candace Lett
11.	District Read To Succeed Literacy Leadership Team Member	Jessica Buzhardt
12.	School Improvement Council Member	Meredith Price
13.	District Gifted and Talented Coordinator	Erin Fitzgerald
14.	District Federal Programs Coordinator	Jessica Buzhardt
	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 District Literacy Leadership Team for Read to Succeed	
	Principal	Gloria Jenkinson
	District Level Administrator	Mary Gaskins
	District Read To Succeed Literacy Leadership Team Member	Dr. Kris Gillaspay
	District Read To Succeed Literacy Leadership Team Member	Sarah Bley
	District Read To Succeed Literacy Leadership Team Member	Maria Jiminez
	District Read To Succeed Literacy Leadership Team Member	Elizabeth King
	District Read To Succeed Literacy Leadership Team Member	Dr. Holly Sullivan
	District Read To Succeed Literacy Leadership Team Member	Dr. Shane Phillips
	District Read To Succeed Literacy Leadership Team Member	Hilary Morgan
	District Read To Succeed Literacy Leadership Team Member	Richelle Battles

District Requested Strategic 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 Regulation 43-232 from the S.C. Department of Education to allow grade six dual language immersion students to earn high school credit when they demonstrate appropriate proficiency at the end of their language course. This waiver allows dual immersion students, who have been on an accelerated pathway for language acquisition in elementary school, to progress on time with the requisite skills for the next level of their language proficiency.
6. 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.

Strategic Plan 2018–2023

Lexington County School District One

**Empower each
child to design
the future.**





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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.

Our System 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.**



Lexington One Strategic Areas of Emphasis



**Literacy
and
Numeracy**



**High-Impact
Teaching
and Learning**

**Opportunity
and
Access**



**Leadership
Development**



Power Skills



Accountability

**Critical
thinking**



Communication



**Interpersonal
skills**



Perseverance

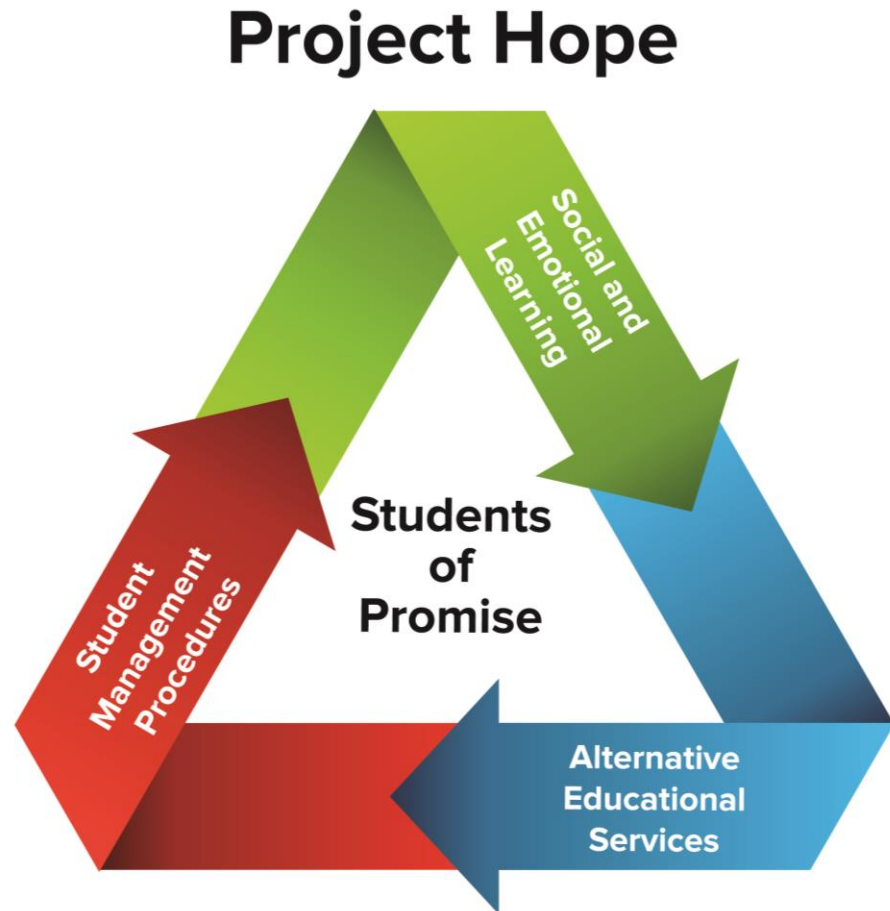
Collaboration

Integrity



**Willingness
to take risks**

2018–2019 Strategic Portfolio Projects



Lexington District One
**Executive
Leadership
Program**

[District 2021-22 Report Card](#)















	Year	Group	Subgroup	%	Text Level % Meets or Exceeds for Lexington One	Number of Students
Reading Grades 1-5	21-22	All	All	65.9%	<div></div>	(6707 / 10184)
		ELL	Not ELL	67.0%	<div></div>	(6083 / 9073)
			ELL	56.2%	<div></div>	(624 / 1111)
		Gender	Female	68.1%	<div></div>	(3483 / 5115)
			Male	63.6%	<div></div>	(3224 / 5069)
		InstrSetting	Not Special Ed	72.3%	<div></div>	(6278 / 8679)
			Special Ed	28.5%	<div></div>	(429 / 1505)
		Race	Black / Latinx	51.7%	<div></div>	(1379 / 2669)
			White / Other	70.9%	<div></div>	(5328 / 7515)
	20-21	All	All	58.0%	<div></div>	(5753 / 9921)
		ELL	Not ELL	58.9%	<div></div>	(5234 / 8880)
			ELL	49.9%	<div></div>	(519 / 1041)
		Gender	Female	60.9%	<div></div>	(2996 / 4917)
			Male	55.1%	<div></div>	(2757 / 5004)
		InstrSetting	Not Special Ed	63.7%	<div></div>	(5427 / 8525)
			Special Ed	23.4%	<div></div>	(326 / 1396)
		Race	Black / Latinx	44.2%	<div></div>	(1185 / 2680)
			White / Other	63.1%	<div></div>	(4568 / 7241)
	19-20	All	All	67.0%	<div></div>	(6397 / 9550)
		ELL	Not ELL	68.1%	<div></div>	(5872 / 8624)
			ELL	56.7%	<div></div>	(525 / 926)
		Gender	Female	70.1%	<div></div>	(3310 / 4723)
			Male	64.0%	<div></div>	(3087 / 4827)
		InstrSetting	Not Special Ed	73.2%	<div></div>	(5993 / 8186)
			Special Ed	29.6%	<div></div>	(404 / 1364)
		Race	Black / Latinx	54.3%	<div></div>	(1298 / 2389)
			White / Other	71.2%	<div></div>	(5099 / 7161)
	18-19	All	All	69.2%	<div></div>	(7025 / 10154)
		ELL	Not ELL	70.5%	<div></div>	(6503 / 9230)
			ELL	56.5%	<div></div>	(522 / 924)
		Gender	Female	71.6%	<div></div>	(3540 / 4947)
			Male	66.9%	<div></div>	(3485 / 5207)
		InstrSetting	Not Special Ed	75.5%	<div></div>	(6589 / 8731)
			Special Ed	30.6%	<div></div>	(436 / 1423)
		Race	Black / Latinx	55.7%	<div></div>	(1419 / 2549)
			White / Other	73.7%	<div></div>	(5606 / 7605)
	17-18	All	All	60.5%	<div></div>	(78 / 129)
		ELL	Not ELL	61.6%	<div></div>	(69 / 112)
			ELL	52.9%	<div></div>	(9 / 17)

	Year	Group	Subgroup	%	Text Level % Meets or Exceeds for Lexington One	Number of Students
Reading Grades 1-5	17-18	Gender	Female	63.3%		(38 / 60)
			Male	58.0%		(40 / 69)
		InstrSetting	Not Special Ed	66.1%		(74 / 112)
			Special Ed	23.5%		(4 / 17)
		Race	Black / Latinx	40.0%		(10 / 25)
			White / Other	65.4%		(68 / 104)
	16-17	All	All	64.6%		(4846 / 7503)
		ELL	Not ELL	66.6%		(4644 / 6976)
			ELL	38.3%		(202 / 527)
		Gender	Female	67.1%		(2452 / 3656)
			Male	62.2%		(2394 / 3847)
		InstrSetting	Not Special Ed	69.7%		(4516 / 6478)
			Special Ed	32.2%		(330 / 1025)
		Race	Black / Latinx	50.0%		(750 / 1499)
			White / Other	68.2%		(4096 / 6004)
	15-16	All	All	56.0%		(3929 / 7019)
		ELL	Not ELL	57.8%		(3788 / 6555)
			ELL	30.4%		(141 / 464)
		Gender	Female	59.8%		(2024 / 3384)
			Male	52.4%		(1905 / 3635)
		InstrSetting	Not Special Ed	61.2%		(3648 / 5960)
			Special Ed	26.5%		(281 / 1059)
		Race	Black / Latinx	41.2%		(562 / 1364)
			White / Other	59.5%		(3367 / 5655)
	14-15	All	All	57.1%		(3367 / 5899)
		ELL	Not ELL	58.2%		(3216 / 5526)
			ELL	40.5%		(151 / 373)
		Gender	Female	60.5%		(1735 / 2870)
			Male	53.9%		(1632 / 3029)
		InstrSetting	Not Special Ed	62.9%		(3115 / 4952)
			Special Ed	26.6%		(252 / 947)
		Race	Black / Latinx	43.9%		(486 / 1106)
			White / Other	60.1%		(2881 / 4793)

	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Lexington One	Number of Students
ELA	21-22	All	All	52.4%	<div></div>	(6580 / 12552)
		ELL	Not ELL	54.0%	<div></div>	(6446 / 11926)
			ELL	21.4%	<div></div>	(134 / 626)
		Gender	Female	56.3%	<div></div>	(3513 / 6236)
			Male	48.6%	<div></div>	(3067 / 6316)
		InstrSetting	Not Special Ed	58.8%	<div></div>	(6386 / 10853)
			Special Ed	11.4%	<div></div>	(194 / 1699)
		Race	Black / Latinx	33.8%	<div></div>	(960 / 2843)
			White / Other	57.9%	<div></div>	(5620 / 9709)
	20-21	All	All	47.4%	<div></div>	(5594 / 11806)
		ELL	Not ELL	48.8%	<div></div>	(5484 / 11241)
			ELL	19.5%	<div></div>	(110 / 565)
		Gender	Female	51.6%	<div></div>	(3004 / 5821)
			Male	43.3%	<div></div>	(2590 / 5985)
		InstrSetting	Not Special Ed	53.1%	<div></div>	(5423 / 10210)
			Special Ed	10.7%	<div></div>	(171 / 1596)
		Race	Black / Latinx	28.6%	<div></div>	(749 / 2616)
			White / Other	52.7%	<div></div>	(4845 / 9190)
	18-19	All	All	52.7%	<div></div>	(6587 / 12505)
		ELL	Not ELL	54.1%	<div></div>	(6437 / 11890)
			ELL	24.4%	<div></div>	(150 / 615)
		Gender	Female	58.4%	<div></div>	(3594 / 6149)
			Male	47.1%	<div></div>	(2993 / 6356)
		InstrSetting	Not Special Ed	58.8%	<div></div>	(6368 / 10836)
			Special Ed	13.1%	<div></div>	(219 / 1669)
		Race	Black / Latinx	33.3%	<div></div>	(866 / 2604)
			White / Other	57.8%	<div></div>	(5721 / 9901)
	17-18	All	All	49.3%	<div></div>	(6030 / 12232)
		ELL	Not ELL	50.6%	<div></div>	(5866 / 11597)
			ELL	25.8%	<div></div>	(164 / 635)
		Gender	Female	55.8%	<div></div>	(3352 / 6002)
			Male	43.0%	<div></div>	(2678 / 6230)
		InstrSetting	Not Special Ed	55.0%	<div></div>	(5847 / 10627)
			Special Ed	11.4%	<div></div>	(183 / 1605)
		Race	Black / Latinx	31.9%	<div></div>	(866 / 2718)
			White / Other	54.3%	<div></div>	(5164 / 9514)
	16-17	All	All	42.6%	<div></div>	(5548 / 13020)
		ELL	Not ELL	47.6%	<div></div>	(5427 / 11403)
			ELL	21.4%	<div></div>	(421 / 566)

	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Lexington One	Number of Students
ELA	16-17	Gender	Female	48.1%		(3041 / 6327)
			Male	37.5%		(2507 / 6693)
		InstrSetting	Not Special Ed	47.4%		(5372 / 11342)
			Special Ed	10.5%		(176 / 1678)
		Race	Black / Latinx	27.6%		(639 / 2319)
			White / Other	50.9%		(4909 / 9650)
	15-16	All	All	48.6%		(6105 / 12559)
		ELL	Not ELL	54.1%		(5972 / 11038)
			ELL	23.5%		(133 / 565)
		Gender	Female	54.2%		(3320 / 6131)
			Male	43.3%		(2785 / 6428)
		InstrSetting	Not Special Ed	54.2%		(5919 / 10922)
			Special Ed	11.4%		(186 / 1637)
		Race	Black / Latinx	32.2%		(716 / 2225)
			White / Other	57.5%		(5389 / 9377)

	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Lexington One	Number of Students
Math	21-22	All	All	43.9%	<div><div></div></div>	(5512 / 12552)
		ELL	Not ELL	44.9%	<div><div></div></div>	(5351 / 11927)
			ELL	25.8%	<div><div></div></div>	(161 / 625)
		Gender	Female	42.2%	<div><div></div></div>	(2635 / 6237)
			Male	45.6%	<div><div></div></div>	(2877 / 6315)
		InstrSetting	Not Special Ed	48.9%	<div><div></div></div>	(5312 / 10856)
			Special Ed	11.8%	<div><div></div></div>	(200 / 1696)
		Race	Black / Latinx	25.8%	<div><div></div></div>	(734 / 2842)
			White / Other	49.2%	<div><div></div></div>	(4778 / 9710)
	20-21	All	All	41.1%	<div><div></div></div>	(4850 / 11806)
		ELL	Not ELL	42.1%	<div><div></div></div>	(4730 / 11239)
			ELL	21.2%	<div><div></div></div>	(120 / 567)
		Gender	Female	39.0%	<div><div></div></div>	(2271 / 5819)
			Male	43.1%	<div><div></div></div>	(2579 / 5987)
		InstrSetting	Not Special Ed	45.8%	<div><div></div></div>	(4677 / 10210)
			Special Ed	10.8%	<div><div></div></div>	(173 / 1596)
		Race	Black / Latinx	22.0%	<div><div></div></div>	(575 / 2608)
			White / Other	46.5%	<div><div></div></div>	(4275 / 9198)
	18-19	All	All	52.2%	<div><div></div></div>	(6534 / 12508)
		ELL	Not ELL	53.2%	<div><div></div></div>	(6333 / 11893)
			ELL	32.7%	<div><div></div></div>	(201 / 615)
		Gender	Female	52.6%	<div><div></div></div>	(3235 / 6150)
			Male	51.9%	<div><div></div></div>	(3299 / 6358)
		InstrSetting	Not Special Ed	57.9%	<div><div></div></div>	(6273 / 10840)
			Special Ed	15.6%	<div><div></div></div>	(261 / 1668)
		Race	Black / Latinx	34.2%	<div><div></div></div>	(890 / 2604)
			White / Other	57.0%	<div><div></div></div>	(5644 / 9904)
	17-18	All	All	51.5%	<div><div></div></div>	(6298 / 12238)
		ELL	Not ELL	52.4%	<div><div></div></div>	(6082 / 11603)
			ELL	34.0%	<div><div></div></div>	(216 / 635)
		Gender	Female	52.4%	<div><div></div></div>	(3145 / 6005)
			Male	50.6%	<div><div></div></div>	(3153 / 6233)
		InstrSetting	Not Special Ed	57.0%	<div><div></div></div>	(6059 / 10632)
			Special Ed	14.9%	<div><div></div></div>	(239 / 1606)
		Race	Black / Latinx	33.3%	<div><div></div></div>	(908 / 2723)
			White / Other	56.6%	<div><div></div></div>	(5390 / 9515)
	16-17	All	All	45.1%	<div><div></div></div>	(5878 / 13045)
		ELL	Not ELL	50.2%	<div><div></div></div>	(5725 / 11404)
			ELL	25.9%	<div><div></div></div>	(153 / 590)
		Gender	Female	45.4%	<div><div></div></div>	(2878 / 6333)

	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Lexington One	Number of Students
Math	16-17	Gender	Male	44.7%		(3000 / 6712)
		InstrSetting	Not Special Ed	49.6%		(5638 / 11363)
			Special Ed	14.3%		(240 / 1682)
		Race	Black / Latinx	29.1%		(678 / 2333)
			White / Other	53.8%		(5200 / 9661)
	15-16	All	All	48.4%		(6085 / 12574)
		ELL	Not ELL	53.5%		(5908 / 11033)
			ELL	30.3%		(177 / 585)
		Gender	Female	49.1%		(3016 / 6140)
			Male	47.7%		(3069 / 6434)
		InstrSetting	Not Special Ed	53.3%		(5834 / 10938)
			Special Ed	15.3%		(251 / 1636)
		Race	Black / Latinx	32.1%		(718 / 2235)
			White / Other	57.2%		(5367 / 9382)

	Year	Group	Subgroup	%	SCPASS % Meets or Exceeds for Lexington One	Number of Students
Science	21-22	All	All	49.7%	<div></div>	(2089 / 4204)
		ELL	Not ELL	51.1%	<div></div>	(2040 / 3989)
			ELL	22.8%	<div></div>	(49 / 215)
		Gender	Female	48.1%	<div></div>	(1000 / 2079)
			Male	51.2%	<div></div>	(1089 / 2125)
		InstrSetting	Not Special Ed	55.4%	<div></div>	(2007 / 3625)
			Special Ed	14.2%	<div></div>	(82 / 579)
		Race	Black / Latinx	29.5%	<div></div>	(286 / 969)
			White / Other	55.7%	<div></div>	(1803 / 3235)
	20-21	All	All	46.1%	<div></div>	(1792 / 3885)
		ELL	Not ELL	47.3%	<div></div>	(1747 / 3692)
			ELL	23.3%	<div></div>	(45 / 193)
		Gender	Female	45.5%	<div></div>	(885 / 1946)
			Male	46.8%	<div></div>	(907 / 1939)
		InstrSetting	Not Special Ed	51.7%	<div></div>	(1719 / 3324)
			Special Ed	13.0%	<div></div>	(73 / 561)
		Race	Black / Latinx	26.6%	<div></div>	(221 / 832)
			White / Other	51.5%	<div></div>	(1571 / 3053)
	18-19	All	All	56.3%	<div></div>	(3504 / 6228)
		ELL	Not ELL	57.6%	<div></div>	(3428 / 5953)
			ELL	27.6%	<div></div>	(76 / 275)
		Gender	Female	57.6%	<div></div>	(1781 / 3094)
			Male	55.0%	<div></div>	(1723 / 3134)
		InstrSetting	Not Special Ed	62.3%	<div></div>	(3375 / 5413)
			Special Ed	15.8%	<div></div>	(129 / 815)
		Race	Black / Latinx	34.2%	<div></div>	(441 / 1290)
			White / Other	62.0%	<div></div>	(3063 / 4938)
	17-18	All	All	56.9%	<div></div>	(3515 / 6180)
		ELL	Not ELL	58.3%	<div></div>	(3415 / 5855)
			ELL	30.8%	<div></div>	(100 / 325)
		Gender	Female	57.3%	<div></div>	(1718 / 2999)
			Male	56.5%	<div></div>	(1797 / 3181)
		InstrSetting	Not Special Ed	62.4%	<div></div>	(3375 / 5406)
			Special Ed	18.1%	<div></div>	(140 / 774)
		Race	Black / Latinx	36.4%	<div></div>	(506 / 1392)
			White / Other	62.8%	<div></div>	(3009 / 4788)
	16-17	All	All	51.1%	<div></div>	(5624 / 11011)
		ELL	Not ELL	57.4%	<div></div>	(5505 / 9585)
			ELL	25.5%	<div></div>	(419 / 466)

	Year	Group	Subgroup	%	SCPASS % Meets or Exceeds for Lexington One	Number of Students
Science	16-17	Gender	Female	51.9%		(2789 / 5375)
			Male	50.3%		(2835 / 5636)
		InstrSetting	Not Special Ed	56.4%		(5437 / 9644)
			Special Ed	13.7%		(187 / 1367)
		Race	Black / Latinx	33.6%		(665 / 1981)
			White / Other	61.4%		(4959 / 8070)
	15-16	All	All	69.7%		(7351 / 10553)
		ELL	Not ELL	77.3%		(7147 / 9245)
			ELL	46.0%		(204 / 443)
		Gender	Female	71.0%		(3647 / 5135)
			Male	68.4%		(3704 / 5418)
		InstrSetting	Not Special Ed	75.5%		(6970 / 9234)
			Special Ed	28.9%		(381 / 1319)
		Race	Black / Latinx	57.0%		(1042 / 1827)
			White / Other	80.3%		(6308 / 7860)
	14-15	All	All	69.3%		(7153 / 10325)
		ELL	Not ELL	77.1%		(6921 / 8975)
			ELL	57.1%		(232 / 406)
		Gender	Female	70.8%		(3493 / 4934)
			Male	67.9%		(3660 / 5391)
		InstrSetting	Not Special Ed	74.9%		(6763 / 9030)
			Special Ed	30.1%		(390 / 1295)
		Race	Black / Latinx	57.7%		(954 / 1654)
			White / Other	80.2%		(6199 / 7727)
	13-14	All	All	70.9%		(5794 / 8169)
		ELL	Not ELL	78.7%		(5793 / 7363)
			ELL	33.3%		(1 / 3)
		Gender	Female	71.6%		(2815 / 3933)
			Male	70.3%		(2979 / 4236)
		InstrSetting	Not Special Ed	76.1%		(5439 / 7147)
			Special Ed	34.7%		(355 / 1022)
		Race	Black / Latinx	60.4%		(784 / 1299)
			White / Other	82.6%		(5008 / 6064)

	Year	Group	Subgroup	%	SCPASS % Meets or Exceeds for Lexington One	Number of Students
Social Studies	18-19	All	All	72.9%	<div></div>	(3076 / 4217)
		ELL	Not ELL	74.2%	<div></div>	(2983 / 4020)
			ELL	47.2%	<div></div>	(93 / 197)
		Gender	Female	71.5%	<div></div>	(1473 / 2061)
			Male	74.4%	<div></div>	(1603 / 2156)
		InstrSetting	Not Special Ed	78.3%	<div></div>	(2899 / 3702)
			Special Ed	34.4%	<div></div>	(177 / 515)
		Race	Black / Latinx	61.2%	<div></div>	(540 / 882)
			White / Other	76.0%	<div></div>	(2536 / 3335)
	17-18	All	All	76.3%	<div></div>	(3078 / 4036)
		ELL	Not ELL	77.3%	<div></div>	(2977 / 3849)
			ELL	54.0%	<div></div>	(101 / 187)
		Gender	Female	77.0%	<div></div>	(1532 / 1990)
			Male	75.6%	<div></div>	(1546 / 2046)
		InstrSetting	Not Special Ed	82.2%	<div></div>	(2914 / 3547)
			Special Ed	33.5%	<div></div>	(164 / 489)
		Race	Black / Latinx	62.8%	<div></div>	(564 / 898)
			White / Other	80.1%	<div></div>	(2514 / 3138)
	16-17	All	All	70.0%	<div></div>	(7700 / 11005)
		ELL	Not ELL	77.6%	<div></div>	(7429 / 9579)
			ELL	58.2%	<div></div>	(271 / 466)
		Gender	Female	70.6%	<div></div>	(3792 / 5371)
			Male	69.4%	<div></div>	(3908 / 5634)
		InstrSetting	Not Special Ed	74.9%	<div></div>	(7222 / 9638)
			Special Ed	35.0%	<div></div>	(478 / 1367)
		Race	Black / Latinx	63.1%	<div></div>	(1250 / 1980)
			White / Other	80.0%	<div></div>	(6450 / 8065)
	15-16	All	All	74.3%	<div></div>	(7831 / 10544)
		ELL	Not ELL	81.8%	<div></div>	(7555 / 9238)
			ELL	62.3%	<div></div>	(276 / 443)
		Gender	Female	75.7%	<div></div>	(3887 / 5134)
			Male	72.9%	<div></div>	(3944 / 5410)
		InstrSetting	Not Special Ed	79.7%	<div></div>	(7353 / 9228)
			Special Ed	36.3%	<div></div>	(478 / 1316)
		Race	Black / Latinx	68.8%	<div></div>	(1255 / 1825)
			White / Other	83.7%	<div></div>	(6575 / 7855)
	14-15	All	All	75.1%	<div></div>	(7749 / 10323)
		ELL	Not ELL	83.2%	<div></div>	(7464 / 8973)
			ELL	70.2%	<div></div>	(285 / 406)
		Gender	Female	76.3%	<div></div>	(3768 / 4936)

	Year	Group	Subgroup	%	SCPASS % Meets or Exceeds for Lexington One	Number of Students
Social Studies	14-15	Gender	Male	73.9%		(3981 / 5387)
		InstrSetting	Not Special Ed	79.7%		(7199 / 9028)
			Special Ed	42.5%		(550 / 1295)
		Race	Black / Latinx	71.9%		(1188 / 1653)
			White / Other	84.9%		(6561 / 7726)
	13-14	All	All	74.5%		(6126 / 8224)
		ELL	Not ELL	82.9%		(6123 / 7385)
			ELL	75.0%		(3 / 4)
		Gender	Female	75.7%		(2978 / 3932)
			Male	73.3%		(3148 / 4292)
		InstrSetting	Not Special Ed	79.2%		(5671 / 7157)
			Special Ed	42.6%		(455 / 1067)
		Race	Black / Latinx	71.7%		(888 / 1239)
			White / Other	85.2%		(5237 / 6148)











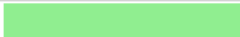


























	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for Lexington One	Number of Students
All	2021-2022	All	All	14.2%		(44 / 310)
		ELL	ELL	0.0%		(0 / 10)
			Not ELL	14.7%		(44 / 300)
		Gender	Female	17.1%		(27 / 158)
			Male	11.2%		(17 / 152)
		InstrSetting	Not Special Ed	15.1%		(44 / 292)
			Special Ed	0.0%		(0 / 18)
		Race	Black / Latinx	6.8%		(4 / 59)
			White / Other	15.9%		(40 / 251)
	2020-2021	All	All	25.4%		(71 / 279)
		ELL	Not ELL	26.3%		(71 / 270)
			ELL	0.0%		(0 / 9)
		Gender	Female	26.2%		(37 / 141)
			Male	24.6%		(34 / 138)
		InstrSetting	Not Special Ed	27.5%		(71 / 258)
			Special Ed	0.0%		(0 / 21)
		Race	Black / Latinx	13.6%		(6 / 44)
			White / Other	27.7%		(65 / 235)
	2019-2020	All	All	19.5%		(128 / 656)
			All	19.5%		(128 / 656)
		ELL	Not ELL	19.9%		(126 / 633)
			Not ELL	19.9%		(126 / 633)
			ELL	8.7%		(2 / 23)
			ELL	8.7%		(2 / 23)
		Gender	Female	17.5%		(59 / 337)
			Female	17.5%		(59 / 337)
			Male	21.6%		(69 / 319)
			Male	21.6%		(69 / 319)
		InstrSetting	Not Special Ed	20.2%		(124 / 613)
			Not Special Ed	20.2%		(124 / 613)
			Special Ed	9.3%		(4 / 43)
			Special Ed	9.3%		(4 / 43)
		Race	Black / Latinx	7.6%		(10 / 132)
			Black / Latinx	7.6%		(10 / 132)
			White / Other	22.5%		(118 / 524)
			White / Other	22.5%		(118 / 524)
	2018-2019	All	All	16.8%		(174 / 1038)
			All	16.8%		(174 / 1038)
			All	16.8%		(174 / 1038)



































	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for Lexington One	Number of Students
All	2018-2019	ELL	Not ELL	17.4%	<div><div></div></div>	(174 / 999)
			Not ELL	17.4%	<div><div></div></div>	(174 / 999)
			Not ELL	17.4%	<div><div></div></div>	(174 / 999)
			ELL	0.0%	<div><div></div></div>	(0 / 39)
			ELL	0.0%	<div><div></div></div>	(0 / 39)
			ELL	0.0%	<div><div></div></div>	(0 / 39)
		Gender	Female	16.8%	<div><div></div></div>	(89 / 531)
			Female	16.8%	<div><div></div></div>	(89 / 531)
			Female	16.8%	<div><div></div></div>	(89 / 531)
			Male	16.8%	<div><div></div></div>	(85 / 507)
			Male	16.8%	<div><div></div></div>	(85 / 507)
			Male	16.8%	<div><div></div></div>	(85 / 507)
		InstrSetting	Not Special Ed	17.6%	<div><div></div></div>	(171 / 971)
			Not Special Ed	17.6%	<div><div></div></div>	(171 / 971)
			Not Special Ed	17.6%	<div><div></div></div>	(171 / 971)
			Special Ed	4.5%	<div><div></div></div>	(3 / 67)
			Special Ed	4.5%	<div><div></div></div>	(3 / 67)
			Special Ed	4.5%	<div><div></div></div>	(3 / 67)
		Race	Black / Latinx	6.2%	<div><div></div></div>	(14 / 225)
			Black / Latinx	6.2%	<div><div></div></div>	(14 / 225)
			Black / Latinx	6.2%	<div><div></div></div>	(14 / 225)
			White / Other	19.7%	<div><div></div></div>	(160 / 813)
			White / Other	19.7%	<div><div></div></div>	(160 / 813)
			White / Other	19.7%	<div><div></div></div>	(160 / 813)
	2017-2018	All	All	18.2%	<div><div></div></div>	(166 / 914)
			All	18.2%	<div><div></div></div>	(166 / 914)
			All	18.2%	<div><div></div></div>	(166 / 914)
		ELL	Not ELL	18.5%	<div><div></div></div>	(165 / 894)
			Not ELL	18.5%	<div><div></div></div>	(165 / 894)
			Not ELL	18.5%	<div><div></div></div>	(165 / 894)
			ELL	5.0%	<div><div></div></div>	(1 / 20)
			ELL	5.0%	<div><div></div></div>	(1 / 20)
			ELL	5.0%	<div><div></div></div>	(1 / 20)
		Gender	Female	16.6%	<div><div></div></div>	(71 / 428)
			Female	16.6%	<div><div></div></div>	(71 / 428)
			Female	16.6%	<div><div></div></div>	(71 / 428)
			Male	19.5%	<div><div></div></div>	(95 / 486)
			Male	19.5%	<div><div></div></div>	(95 / 486)
			Male	19.5%	<div><div></div></div>	(95 / 486)
		InstrSetting	Not Special Ed	19.6%	<div><div></div></div>	(163 / 830)

	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for Lexington One	Number of Students
All	2017-2018	InstrSetting	Not Special Ed	19.6%		(163 / 830)
			Not Special Ed	19.6%		(163 / 830)
			Special Ed	3.6%		(3 / 84)
			Special Ed	3.6%		(3 / 84)
			Special Ed	3.6%		(3 / 84)
		Race	Black / Latinx	6.3%		(12 / 192)
			Black / Latinx	6.3%		(12 / 192)
			Black / Latinx	6.3%		(12 / 192)
			White / Other	21.3%		(154 / 722)
			White / Other	21.3%		(154 / 722)
			White / Other	21.3%		(154 / 722)
	2016-2017	All	All	18.1%		(291 / 1605)
		ELL	Not ELL	18.5%		(291 / 1573)
			ELL	0.0%		(0 / 32)
		Gender	Female	17.4%		(145 / 831)
			Male	18.9%		(146 / 774)
		InstrSetting	Not Special Ed	19.1%		(289 / 1515)
			Special Ed	2.2%		(2 / 90)
		Race	Black / Latinx	5.8%		(16 / 277)
			White / Other	20.7%		(275 / 1328)
	2015-2016	All	All	18.8%		(303 / 1613)
		ELL	Not ELL	19.2%		(303 / 1575)
			ELL	0.0%		(0 / 38)
		Gender	Female	17.4%		(142 / 814)
			Male	20.2%		(161 / 799)
		InstrSetting	Not Special Ed	20.3%		(301 / 1486)
			Special Ed	1.6%		(2 / 127)
		Race	Black / Latinx	6.0%		(18 / 302)
			White / Other	21.7%		(285 / 1311)
	2014-2015	All	All	16.9%		(257 / 1523)
		ELL	Not ELL	17.1%		(255 / 1491)
			ELL	6.3%		(2 / 32)
		Gender	Female	16.7%		(132 / 791)
			Male	17.1%		(125 / 732)
		InstrSetting	Not Special Ed	17.5%		(254 / 1454)
			Special Ed	4.3%		(3 / 69)
		Race	Black / Latinx	4.9%		(12 / 243)
			White / Other	19.1%		(245 / 1280)

	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for Lexington One	Number of Students
English	2021-2022	All	All	41.3%	<div></div>	(128 / 310)
		ELL	ELL	0.0%		(0 / 10)
			Not ELL	42.7%	<div></div>	(128 / 300)
		Gender	Female	50.6%	<div></div>	(80 / 158)
			Male	31.6%	<div></div>	(48 / 152)
		InstrSetting	Not Special Ed	43.5%	<div></div>	(127 / 292)
			Special Ed	5.6%	<div></div>	(1 / 18)
		Race	Black / Latinx	18.6%	<div></div>	(11 / 59)
			White / Other	46.6%	<div></div>	(117 / 251)
	2020-2021	All	All	59.1%	<div></div>	(165 / 279)
		ELL	Not ELL	60.7%	<div></div>	(164 / 270)
			ELL	11.1%	<div></div>	(1 / 9)
		Gender	Female	66.7%	<div></div>	(94 / 141)
			Male	51.4%	<div></div>	(71 / 138)
		InstrSetting	Not Special Ed	63.6%	<div></div>	(164 / 258)
			Special Ed	4.8%	<div></div>	(1 / 21)
		Race	Black / Latinx	36.4%	<div></div>	(16 / 44)
			White / Other	63.4%	<div></div>	(149 / 235)
	2019-2020	All	All	49.5%	<div></div>	(325 / 656)
			All	49.5%	<div></div>	(325 / 656)
		ELL	Not ELL	50.2%	<div></div>	(318 / 633)
			Not ELL	50.2%	<div></div>	(318 / 633)
			ELL	30.4%	<div></div>	(7 / 23)
			ELL	30.4%	<div></div>	(7 / 23)
		Gender	Female	57.0%	<div></div>	(192 / 337)
			Female	57.0%	<div></div>	(192 / 337)
			Male	41.7%	<div></div>	(133 / 319)
			Male	41.7%	<div></div>	(133 / 319)
		InstrSetting	Not Special Ed	51.5%	<div></div>	(316 / 613)
			Not Special Ed	51.5%	<div></div>	(316 / 613)
			Special Ed	20.9%	<div></div>	(9 / 43)
			Special Ed	20.9%	<div></div>	(9 / 43)
		Race	Black / Latinx	25.0%	<div></div>	(33 / 132)
			Black / Latinx	25.0%	<div></div>	(33 / 132)
			White / Other	55.7%	<div></div>	(292 / 524)
			White / Other	55.7%	<div></div>	(292 / 524)
	2018-2019	All	All	46.9%	<div></div>	(485 / 1034)
			All	46.9%	<div></div>	(485 / 1034)
			All	46.9%	<div></div>	(485 / 1034)
		ELL	Not ELL	48.5%	<div></div>	(483 / 995)

	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for Lexington One	Number of Students
English	2018-2019	ELL	Not ELL	48.5%	<div><div></div></div>	(483 / 995)
			Not ELL	48.5%	<div><div></div></div>	(483 / 995)
			ELL	5.1%	<div><div></div></div>	(2 / 39)
			ELL	5.1%	<div><div></div></div>	(2 / 39)
			ELL	5.1%	<div><div></div></div>	(2 / 39)
		Gender	Female	53.9%	<div><div></div></div>	(284 / 527)
			Female	53.9%	<div><div></div></div>	(284 / 527)
			Female	53.9%	<div><div></div></div>	(284 / 527)
			Male	39.6%	<div><div></div></div>	(201 / 507)
			Male	39.6%	<div><div></div></div>	(201 / 507)
			Male	39.6%	<div><div></div></div>	(201 / 507)
		InstrSetting	Not Special Ed	49.3%	<div><div></div></div>	(477 / 967)
			Not Special Ed	49.3%	<div><div></div></div>	(477 / 967)
			Not Special Ed	49.3%	<div><div></div></div>	(477 / 967)
			Special Ed	11.9%	<div><div></div></div>	(8 / 67)
			Special Ed	11.9%	<div><div></div></div>	(8 / 67)
			Special Ed	11.9%	<div><div></div></div>	(8 / 67)
		Race	Black / Latinx	22.2%	<div><div></div></div>	(50 / 225)
			Black / Latinx	22.2%	<div><div></div></div>	(50 / 225)
			Black / Latinx	22.2%	<div><div></div></div>	(50 / 225)
			White / Other	53.8%	<div><div></div></div>	(435 / 809)
			White / Other	53.8%	<div><div></div></div>	(435 / 809)
			White / Other	53.8%	<div><div></div></div>	(435 / 809)
	2017-2018	All	All	48.4%	<div><div></div></div>	(441 / 911)
			All	48.4%	<div><div></div></div>	(441 / 911)
			All	48.4%	<div><div></div></div>	(441 / 911)
		ELL	Not ELL	49.3%	<div><div></div></div>	(439 / 891)
			Not ELL	49.3%	<div><div></div></div>	(439 / 891)
			Not ELL	49.3%	<div><div></div></div>	(439 / 891)
			ELL	10.0%	<div><div></div></div>	(2 / 20)
			ELL	10.0%	<div><div></div></div>	(2 / 20)
			ELL	10.0%	<div><div></div></div>	(2 / 20)
		Gender	Female	49.4%	<div><div></div></div>	(210 / 425)
			Female	49.4%	<div><div></div></div>	(210 / 425)
			Female	49.4%	<div><div></div></div>	(210 / 425)
			Male	47.5%	<div><div></div></div>	(231 / 486)
			Male	47.5%	<div><div></div></div>	(231 / 486)
			Male	47.5%	<div><div></div></div>	(231 / 486)
		InstrSetting	Not Special Ed	51.9%	<div><div></div></div>	(429 / 827)
			Not Special Ed	51.9%	<div><div></div></div>	(429 / 827)

	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for Lexington One	Number of Students
English	2017-2018	InstrSetting	Not Special Ed	51.9%		(429 / 827)
			Special Ed	14.3%		(12 / 84)
			Special Ed	14.3%		(12 / 84)
			Special Ed	14.3%		(12 / 84)
		Race	Black / Latinx	30.2%		(58 / 192)
			Black / Latinx	30.2%		(58 / 192)
			Black / Latinx	30.2%		(58 / 192)
			White / Other	53.3%		(383 / 719)
			White / Other	53.3%		(383 / 719)
			White / Other	53.3%		(383 / 719)
	2016-2017	All	All	52.9%		(847 / 1602)
		ELL	Not ELL	53.8%		(844 / 1570)
			ELL	9.4%		(3 / 32)
		Gender	Female	57.6%		(477 / 828)
			Male	47.8%		(370 / 774)
		InstrSetting	Not Special Ed	55.5%		(839 / 1512)
			Special Ed	8.9%		(8 / 90)
		Race	Black / Latinx	22.8%		(63 / 276)
			White / Other	59.1%		(784 / 1326)
	2015-2016	All	All	49.5%		(798 / 1613)
		ELL	Not ELL	50.6%		(797 / 1575)
			ELL	2.6%		(1 / 38)
		Gender	Female	54.5%		(445 / 816)
			Male	44.3%		(353 / 797)
		InstrSetting	Not Special Ed	52.7%		(783 / 1486)
			Special Ed	11.8%		(15 / 127)
		Race	Black / Latinx	22.2%		(67 / 302)
			White / Other	55.8%		(731 / 1311)
	2014-2015	All	All	54.9%		(836 / 1523)
		ELL	Not ELL	55.8%		(832 / 1491)
			ELL	12.5%		(4 / 32)
		Gender	Female	57.8%		(457 / 791)
			Male	51.8%		(379 / 732)
		InstrSetting	Not Special Ed	56.6%		(823 / 1454)
			Special Ed	18.8%		(13 / 69)
		Race	Black / Latinx	30.0%		(73 / 243)
			White / Other	59.6%		(763 / 1280)








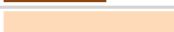



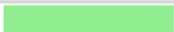

















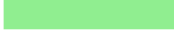







	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for Lexington One	Number of Students
Math	2021-2022	All	All	22.9%		(71 / 310)
		ELL	ELL	10.0%		(1 / 10)
			Not ELL	23.3%		(70 / 300)
		Gender	Female	22.8%		(36 / 158)
			Male	23.0%		(35 / 152)
		InstrSetting	Not Special Ed	24.3%		(71 / 292)
			Special Ed	0.0%		(0 / 18)
		Race	Black / Latinx	11.9%		(7 / 59)
			White / Other	25.5%		(64 / 251)
	2020-2021	All	All	34.4%		(96 / 279)
		ELL	Not ELL	35.2%		(95 / 270)
			ELL	11.1%		(1 / 9)
		Gender	Female	31.9%		(45 / 141)
			Male	37.0%		(51 / 138)
		InstrSetting	Not Special Ed	37.2%		(96 / 258)
			Special Ed	0.0%		(0 / 21)
		Race	Black / Latinx	18.2%		(8 / 44)
			White / Other	37.4%		(88 / 235)
	2019-2020	All	All	30.3%		(199 / 656)
			All	30.3%		(199 / 656)
		ELL	Not ELL	30.8%		(195 / 633)
			Not ELL	30.8%		(195 / 633)
			ELL	17.4%		(4 / 23)
			ELL	17.4%		(4 / 23)
		Gender	Female	28.8%		(97 / 337)
			Female	28.8%		(97 / 337)
			Male	32.0%		(102 / 319)
			Male	32.0%		(102 / 319)
		InstrSetting	Not Special Ed	31.6%		(194 / 613)
			Not Special Ed	31.6%		(194 / 613)
			Special Ed	11.6%		(5 / 43)
			Special Ed	11.6%		(5 / 43)
		Race	Black / Latinx	15.9%		(21 / 132)
			Black / Latinx	15.9%		(21 / 132)
			White / Other	34.0%		(178 / 524)
			White / Other	34.0%		(178 / 524)
	2018-2019	All	All	24.4%		(253 / 1038)
			All	24.4%		(253 / 1038)
			All	24.4%		(253 / 1038)
		ELL	Not ELL	25.1%		(251 / 999)

	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for Lexington One	Number of Students
Math	2018-2019	ELL	Not ELL	25.1%	<div><div></div></div>	(251 / 999)
			Not ELL	25.1%	<div><div></div></div>	(251 / 999)
			ELL	5.1%	<div><div></div></div>	(2 / 39)
			ELL	5.1%	<div><div></div></div>	(2 / 39)
			ELL	5.1%	<div><div></div></div>	(2 / 39)
		Gender	Female	23.4%	<div><div></div></div>	(124 / 530)
			Female	23.4%	<div><div></div></div>	(124 / 530)
			Female	23.4%	<div><div></div></div>	(124 / 530)
			Male	25.4%	<div><div></div></div>	(129 / 508)
			Male	25.4%	<div><div></div></div>	(129 / 508)
			Male	25.4%	<div><div></div></div>	(129 / 508)
		InstrSetting	Not Special Ed	25.7%	<div><div></div></div>	(250 / 971)
			Not Special Ed	25.7%	<div><div></div></div>	(250 / 971)
			Not Special Ed	25.7%	<div><div></div></div>	(250 / 971)
			Special Ed	4.5%	<div><div></div></div>	(3 / 67)
			Special Ed	4.5%	<div><div></div></div>	(3 / 67)
			Special Ed	4.5%	<div><div></div></div>	(3 / 67)
		Race	Black / Latinx	9.8%	<div><div></div></div>	(22 / 225)
			Black / Latinx	9.8%	<div><div></div></div>	(22 / 225)
			Black / Latinx	9.8%	<div><div></div></div>	(22 / 225)
			White / Other	28.4%	<div><div></div></div>	(231 / 813)
			White / Other	28.4%	<div><div></div></div>	(231 / 813)
			White / Other	28.4%	<div><div></div></div>	(231 / 813)
	2017-2018	All	All	33.2%	<div><div></div></div>	(304 / 916)
			All	33.2%	<div><div></div></div>	(304 / 916)
			All	33.2%	<div><div></div></div>	(304 / 916)
		ELL	Not ELL	33.6%	<div><div></div></div>	(301 / 896)
			Not ELL	33.6%	<div><div></div></div>	(301 / 896)
			Not ELL	33.6%	<div><div></div></div>	(301 / 896)
			ELL	15.0%	<div><div></div></div>	(3 / 20)
			ELL	15.0%	<div><div></div></div>	(3 / 20)
			ELL	15.0%	<div><div></div></div>	(3 / 20)
		Gender	Female	27.9%	<div><div></div></div>	(119 / 427)
			Female	27.9%	<div><div></div></div>	(119 / 427)
			Female	27.9%	<div><div></div></div>	(119 / 427)
			Male	37.8%	<div><div></div></div>	(185 / 489)
			Male	37.8%	<div><div></div></div>	(185 / 489)
			Male	37.8%	<div><div></div></div>	(185 / 489)
		InstrSetting	Not Special Ed	36.1%	<div><div></div></div>	(300 / 832)
			Not Special Ed	36.1%	<div><div></div></div>	(300 / 832)

	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for Lexington One	Number of Students
Math	2017-2018	InstrSetting	Not Special Ed	36.1%		(300 / 832)
			Special Ed	4.8%		(4 / 84)
			Special Ed	4.8%		(4 / 84)
			Special Ed	4.8%		(4 / 84)
		Race	Black / Latinx	17.2%		(33 / 192)
			Black / Latinx	17.2%		(33 / 192)
			Black / Latinx	17.2%		(33 / 192)
			White / Other	37.4%		(271 / 724)
			White / Other	37.4%		(271 / 724)
			White / Other	37.4%		(271 / 724)
	2016-2017	All	All	32.9%		(528 / 1604)
		ELL	Not ELL	33.5%		(526 / 1572)
			ELL	6.3%		(2 / 32)
		Gender	Female	30.8%		(256 / 830)
			Male	35.1%		(272 / 774)
		InstrSetting	Not Special Ed	34.7%		(525 / 1514)
			Special Ed	3.3%		(3 / 90)
		Race	Black / Latinx	11.6%		(32 / 277)
			White / Other	37.4%		(496 / 1327)
	2015-2016	All	All	32.9%		(530 / 1612)
		ELL	Not ELL	33.5%		(527 / 1574)
			ELL	7.9%		(3 / 38)
		Gender	Female	29.4%		(239 / 814)
			Male	36.5%		(291 / 798)
		InstrSetting	Not Special Ed	35.3%		(524 / 1484)
			Special Ed	4.7%		(6 / 128)
		Race	Black / Latinx	16.2%		(49 / 302)
			White / Other	36.7%		(481 / 1310)
	2014-2015	All	All	31.2%		(475 / 1523)
		ELL	Not ELL	31.6%		(471 / 1491)
			ELL	12.5%		(4 / 32)
		Gender	Female	27.8%		(220 / 791)
			Male	34.8%		(255 / 732)
		InstrSetting	Not Special Ed	32.2%		(468 / 1454)
			Special Ed	10.1%		(7 / 69)
		Race	Black / Latinx	13.6%		(33 / 243)
			White / Other	34.5%		(442 / 1280)









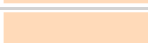

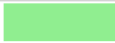
















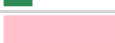








	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for Lexington One	Number of Students
Reading	2021-2022	All	All	36.8%		(114 / 310)
		ELL	ELL	0.0%		(0 / 10)
			Not ELL	38.0%		(114 / 300)
		Gender	Female	43.0%		(68 / 158)
			Male	30.3%		(46 / 152)
		InstrSetting	Not Special Ed	38.7%		(113 / 292)
			Special Ed	5.6%		(1 / 18)
		Race	Black / Latinx	16.9%		(10 / 59)
			White / Other	41.4%		(104 / 251)
	2020-2021	All	All	46.6%		(130 / 279)
		ELL	Not ELL	48.1%		(130 / 270)
			ELL	0.0%		(0 / 9)
		Gender	Female	51.1%		(72 / 141)
			Male	42.0%		(58 / 138)
		InstrSetting	Not Special Ed	50.0%		(129 / 258)
			Special Ed	4.8%		(1 / 21)
		Race	Black / Latinx	22.7%		(10 / 44)
			White / Other	51.1%		(120 / 235)
	2019-2020	All	All	42.7%		(280 / 656)
			All	42.7%		(280 / 656)
		ELL	Not ELL	43.6%		(276 / 633)
			Not ELL	43.6%		(276 / 633)
			ELL	17.4%		(4 / 23)
			ELL	17.4%		(4 / 23)
		Gender	Female	46.0%		(155 / 337)
			Female	46.0%		(155 / 337)
			Male	39.2%		(125 / 319)
			Male	39.2%		(125 / 319)
		InstrSetting	Not Special Ed	44.5%		(273 / 613)
			Not Special Ed	44.5%		(273 / 613)
			Special Ed	16.3%		(7 / 43)
			Special Ed	16.3%		(7 / 43)
		Race	Black / Latinx	25.8%		(34 / 132)
			Black / Latinx	25.8%		(34 / 132)
			White / Other	46.9%		(246 / 524)
			White / Other	46.9%		(246 / 524)
	2018-2019	All	All	37.7%		(392 / 1040)
			All	37.7%		(392 / 1040)
			All	37.7%		(392 / 1040)
		ELL	Not ELL	38.9%		(389 / 1001)

	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for Lexington One	Number of Students
Reading	2018-2019	ELL	Not ELL	38.9%	<div><div></div></div>	(389 / 1001)
			Not ELL	38.9%	<div><div></div></div>	(389 / 1001)
			ELL	7.7%	<div><div></div></div>	(3 / 39)
			ELL	7.7%	<div><div></div></div>	(3 / 39)
			ELL	7.7%	<div><div></div></div>	(3 / 39)
		Gender	Female	42.5%	<div><div></div></div>	(226 / 532)
			Female	42.5%	<div><div></div></div>	(226 / 532)
			Female	42.5%	<div><div></div></div>	(226 / 532)
			Male	32.7%	<div><div></div></div>	(166 / 508)
			Male	32.7%	<div><div></div></div>	(166 / 508)
			Male	32.7%	<div><div></div></div>	(166 / 508)
		InstrSetting	Not Special Ed	39.5%	<div><div></div></div>	(384 / 973)
			Not Special Ed	39.5%	<div><div></div></div>	(384 / 973)
			Not Special Ed	39.5%	<div><div></div></div>	(384 / 973)
			Special Ed	11.9%	<div><div></div></div>	(8 / 67)
			Special Ed	11.9%	<div><div></div></div>	(8 / 67)
			Special Ed	11.9%	<div><div></div></div>	(8 / 67)
		Race	Black / Latinx	21.3%	<div><div></div></div>	(48 / 225)
			Black / Latinx	21.3%	<div><div></div></div>	(48 / 225)
			Black / Latinx	21.3%	<div><div></div></div>	(48 / 225)
			White / Other	42.2%	<div><div></div></div>	(344 / 815)
			White / Other	42.2%	<div><div></div></div>	(344 / 815)
			White / Other	42.2%	<div><div></div></div>	(344 / 815)
	2017-2018	All	All	34.1%	<div><div></div></div>	(311 / 912)
			All	34.1%	<div><div></div></div>	(311 / 912)
			All	34.1%	<div><div></div></div>	(311 / 912)
		ELL	Not ELL	34.8%	<div><div></div></div>	(310 / 892)
			Not ELL	34.8%	<div><div></div></div>	(310 / 892)
			Not ELL	34.8%	<div><div></div></div>	(310 / 892)
			ELL	5.0%	<div><div></div></div>	(1 / 20)
			ELL	5.0%	<div><div></div></div>	(1 / 20)
			ELL	5.0%	<div><div></div></div>	(1 / 20)
		Gender	Female	36.9%	<div><div></div></div>	(157 / 425)
			Female	36.9%	<div><div></div></div>	(157 / 425)
			Female	36.9%	<div><div></div></div>	(157 / 425)
			Male	31.6%	<div><div></div></div>	(154 / 487)
			Male	31.6%	<div><div></div></div>	(154 / 487)
			Male	31.6%	<div><div></div></div>	(154 / 487)
		InstrSetting	Not Special Ed	37.0%	<div><div></div></div>	(306 / 828)
			Not Special Ed	37.0%	<div><div></div></div>	(306 / 828)

	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for Lexington One	Number of Students
Reading	2017-2018	InstrSetting	Not Special Ed	37.0%		(306 / 828)
			Special Ed	6.0%		(5 / 84)
			Special Ed	6.0%		(5 / 84)
			Special Ed	6.0%		(5 / 84)
		Race	Black / Latinx	22.4%		(43 / 192)
			Black / Latinx	22.4%		(43 / 192)
			Black / Latinx	22.4%		(43 / 192)
			White / Other	37.2%		(268 / 720)
			White / Other	37.2%		(268 / 720)
			White / Other	37.2%		(268 / 720)
	2016-2017	All	All	36.6%		(588 / 1606)
		ELL	Not ELL	37.2%		(585 / 1574)
			ELL	9.4%		(3 / 32)
		Gender	Female	38.5%		(320 / 831)
			Male	34.6%		(268 / 775)
		InstrSetting	Not Special Ed	38.4%		(582 / 1516)
			Special Ed	6.7%		(6 / 90)
		Race	Black / Latinx	14.9%		(41 / 276)
			White / Other	41.1%		(547 / 1330)
	2015-2016	All	All	40.4%		(653 / 1616)
		ELL	Not ELL	41.3%		(652 / 1578)
			ELL	2.6%		(1 / 38)
		Gender	Female	43.6%		(356 / 817)
			Male	37.2%		(297 / 799)
		InstrSetting	Not Special Ed	43.1%		(641 / 1488)
			Special Ed	9.4%		(12 / 128)
		Race	Black / Latinx	18.9%		(57 / 302)
			White / Other	45.4%		(596 / 1314)
	2014-2015	All	All	36.8%		(561 / 1523)
		ELL	Not ELL	37.5%		(559 / 1491)
			ELL	6.3%		(2 / 32)
		Gender	Female	38.8%		(307 / 791)
			Male	34.7%		(254 / 732)
		InstrSetting	Not Special Ed	38.1%		(554 / 1454)
			Special Ed	10.1%		(7 / 69)
		Race	Black / Latinx	17.3%		(42 / 243)
			White / Other	40.5%		(519 / 1280)

	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for Lexington One	Number of Students
Science	2021-2022	All	All	29.0%		(90 / 310)
		ELL	ELL	0.0%		(0 / 10)
			Not ELL	30.0%		(90 / 300)
		Gender	Female	29.1%		(46 / 158)
			Male	28.9%		(44 / 152)
		InstrSetting	Not Special Ed	30.8%		(90 / 292)
			Special Ed	0.0%		(0 / 18)
		Race	Black / Latinx	15.3%		(9 / 59)
			White / Other	32.3%		(81 / 251)
	2020-2021	All	All	37.6%		(105 / 279)
		ELL	Not ELL	38.9%		(105 / 270)
			ELL	0.0%		(0 / 9)
		Gender	Female	41.1%		(58 / 141)
			Male	34.1%		(47 / 138)
		InstrSetting	Not Special Ed	40.3%		(104 / 258)
			Special Ed	4.8%		(1 / 21)
		Race	Black / Latinx	15.9%		(7 / 44)
			White / Other	41.7%		(98 / 235)
	2019-2020	All	All	32.0%		(210 / 656)
			All	32.0%		(210 / 656)
		ELL	Not ELL	32.5%		(206 / 633)
			Not ELL	32.5%		(206 / 633)
			ELL	17.4%		(4 / 23)
			ELL	17.4%		(4 / 23)
		Gender	Female	31.2%		(105 / 337)
			Female	31.2%		(105 / 337)
			Male	32.9%		(105 / 319)
			Male	32.9%		(105 / 319)
		InstrSetting	Not Special Ed	33.4%		(205 / 613)
			Not Special Ed	33.4%		(205 / 613)
			Special Ed	11.6%		(5 / 43)
			Special Ed	11.6%		(5 / 43)
		Race	Black / Latinx	16.7%		(22 / 132)
			Black / Latinx	16.7%		(22 / 132)
			White / Other	35.9%		(188 / 524)
			White / Other	35.9%		(188 / 524)
	2018-2019	All	All	30.4%		(316 / 1040)
			All	30.4%		(316 / 1040)
			All	30.4%		(316 / 1040)
		ELL	Not ELL	31.5%		(315 / 1001)

	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for Lexington One	Number of Students
Science	2018-2019	ELL	Not ELL	31.5%	<div></div>	(315 / 1001)
			Not ELL	31.5%	<div></div>	(315 / 1001)
			ELL	2.6%	<div></div>	(1 / 39)
			ELL	2.6%	<div></div>	(1 / 39)
			ELL	2.6%	<div></div>	(1 / 39)
		Gender	Female	32.5%	<div></div>	(173 / 533)
			Female	32.5%	<div></div>	(173 / 533)
			Female	32.5%	<div></div>	(173 / 533)
			Male	28.2%	<div></div>	(143 / 507)
			Male	28.2%	<div></div>	(143 / 507)
			Male	28.2%	<div></div>	(143 / 507)
		InstrSetting	Not Special Ed	32.2%	<div></div>	(313 / 973)
			Not Special Ed	32.2%	<div></div>	(313 / 973)
			Not Special Ed	32.2%	<div></div>	(313 / 973)
			Special Ed	4.5%	<div></div>	(3 / 67)
			Special Ed	4.5%	<div></div>	(3 / 67)
			Special Ed	4.5%	<div></div>	(3 / 67)
		Race	Black / Latinx	12.0%	<div></div>	(27 / 225)
			Black / Latinx	12.0%	<div></div>	(27 / 225)
			Black / Latinx	12.0%	<div></div>	(27 / 225)
			White / Other	35.5%	<div></div>	(289 / 815)
			White / Other	35.5%	<div></div>	(289 / 815)
			White / Other	35.5%	<div></div>	(289 / 815)
	2017-2018	All	All	29.8%	<div></div>	(272 / 914)
			All	29.8%	<div></div>	(272 / 914)
			All	29.8%	<div></div>	(272 / 914)
		ELL	Not ELL	30.2%	<div></div>	(270 / 894)
			Not ELL	30.2%	<div></div>	(270 / 894)
			Not ELL	30.2%	<div></div>	(270 / 894)
			ELL	10.0%	<div></div>	(2 / 20)
			ELL	10.0%	<div></div>	(2 / 20)
			ELL	10.0%	<div></div>	(2 / 20)
		Gender	Female	27.1%	<div></div>	(116 / 428)
			Female	27.1%	<div></div>	(116 / 428)
			Female	27.1%	<div></div>	(116 / 428)
			Male	32.1%	<div></div>	(156 / 486)
			Male	32.1%	<div></div>	(156 / 486)
			Male	32.1%	<div></div>	(156 / 486)
		InstrSetting	Not Special Ed	32.0%	<div></div>	(266 / 830)
			Not Special Ed	32.0%	<div></div>	(266 / 830)

	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for Lexington One	Number of Students
Science	2017-2018	InstrSetting	Not Special Ed	32.0%		(266 / 830)
			Special Ed	7.1%		(6 / 84)
			Special Ed	7.1%		(6 / 84)
			Special Ed	7.1%		(6 / 84)
		Race	Black / Latinx	16.7%		(32 / 192)
			Black / Latinx	16.7%		(32 / 192)
			Black / Latinx	16.7%		(32 / 192)
			White / Other	33.2%		(240 / 722)
			White / Other	33.2%		(240 / 722)
			White / Other	33.2%		(240 / 722)
	2016-2017	All	All	25.8%		(415 / 1607)
		ELL	Not ELL	26.3%		(415 / 1575)
			ELL	0.0%		(0 / 32)
		Gender	Female	26.7%		(222 / 832)
			Male	24.9%		(193 / 775)
		InstrSetting	Not Special Ed	27.2%		(413 / 1517)
			Special Ed	2.2%		(2 / 90)
		Race	Black / Latinx	9.1%		(25 / 276)
			White / Other	29.3%		(390 / 1331)
	2015-2016	All	All	31.4%		(506 / 1613)
		ELL	Not ELL	32.0%		(504 / 1575)
			ELL	5.3%		(2 / 38)
		Gender	Female	30.9%		(252 / 815)
			Male	31.8%		(254 / 798)
		InstrSetting	Not Special Ed	33.8%		(503 / 1486)
			Special Ed	2.4%		(3 / 127)
		Race	Black / Latinx	14.6%		(44 / 302)
			White / Other	35.2%		(462 / 1311)
	2014-2015	All	All	27.9%		(425 / 1523)
		ELL	Not ELL	28.4%		(423 / 1491)
			ELL	6.3%		(2 / 32)
		Gender	Female	27.8%		(220 / 791)
			Male	28.0%		(205 / 732)
		InstrSetting	Not Special Ed	28.7%		(417 / 1454)
			Special Ed	11.6%		(8 / 69)
		Race	Black / Latinx	10.7%		(26 / 243)
			White / Other	31.2%		(399 / 1280)

	Year	Group	Subgroup	%	Percent of students meeting or exceeding College and Career Ready Benchmarks on SAT for High Schools	Number of Students
Evidence-Based Reading and Writing	21-22	All	All	76.0%		(1162 / 1529)
		ELL	Not ELL	76.8%		(1102 / 1434)
			ELL	63.2%		(60 / 95)
		Gender	Female	78.5%		(665 / 847)
			Male	72.9%		(497 / 682)
		InstrSetting	Not Special Ed	77.8%		(1155 / 1484)
			Special Ed	15.6%		(7 / 45)
		Race	Black / Latinx	54.5%		(144 / 264)
			White / Other	80.5%		(1018 / 1265)
	20-21	All	All	76.4%		(1160 / 1519)
		ELL	Not ELL	76.4%		(1099 / 1438)
			ELL	75.3%		(61 / 81)
		Gender	Female	79.7%		(647 / 812)
			Male	72.6%		(513 / 707)
		InstrSetting	Not Special Ed	78.2%		(1145 / 1464)
			Special Ed	27.3%		(15 / 55)
		Race	Black / Latinx	56.8%		(150 / 264)
			White / Other	80.5%		(1010 / 1255)
	19-20	All	All	77.5%		(1242 / 1603)
		ELL	Not ELL	78.1%		(1184 / 1516)
			ELL	66.7%		(58 / 87)
		Gender	Female	77.7%		(702 / 903)
			Male	77.1%		(540 / 700)
		InstrSetting	Not Special Ed	79.0%		(1227 / 1554)
			Special Ed	30.6%		(15 / 49)
		Race	Black / Latinx	56.6%		(179 / 316)
			White / Other	82.6%		(1063 / 1287)
	18-19	All	All	77.9%		(1215 / 1560)
		ELL	Not ELL	78.3%		(1166 / 1490)
			ELL	70.0%		(49 / 70)
		Gender	Female	78.5%		(643 / 819)
			Male	77.2%		(572 / 741)
		InstrSetting	Not Special Ed	79.6%		(1206 / 1515)
			Special Ed	20.0%		(9 / 45)
		Race	Black / Latinx	66.0%		(188 / 285)
			White / Other	80.5%		(1027 / 1275)
	17-18	All	All	79.3%		(1233 / 1555)
		ELL	Not ELL	79.9%		(1199 / 1500)

	Year	Group	Subgroup	%	Percent of students meeting or exceeding College and Career Ready Benchmarks on SAT for High Schools	Number of Students
Evidence-Based Reading and Writing	17-18	ELL	ELL	61.8%		(34 / 55)
		Gender	Female	80.1%		(666 / 831)
			Male	78.3%		(567 / 724)
		InstrSetting	Not Special Ed	80.7%		(1222 / 1514)
			Special Ed	26.8%		(11 / 41)
		Race	Black / Latinx	62.2%		(176 / 283)
			White / Other	83.1%		(1057 / 1272)
	16-17	All	All	83.6%		(824 / 986)
		ELL	Not ELL	84.1%		(826 / 982)
			ELL	60.7%		(17 / 28)
		Gender	Female	83.5%		(474 / 568)
			Male	83.7%		(350 / 418)
		InstrSetting	Not Special Ed	84.3%		(835 / 990)
			Special Ed	40.0%		(8 / 20)
		Race	Black / Latinx	61.2%		(93 / 152)
			White / Other	87.6%		(731 / 834)
	15-16	All	All	70.0%		(594 / 848)
		ELL	Not ELL	69.7%		(595 / 854)
			ELL	66.7%		(10 / 15)
		Gender	Female	68.7%		(323 / 470)
			Male	71.7%		(271 / 378)
		InstrSetting	Not Special Ed	70.5%		(601 / 852)
			Special Ed	23.5%		(4 / 17)
		Race	Black / Latinx	61.5%		(64 / 104)
			White / Other	71.2%		(530 / 744)
	14-15	All	All	65.8%		(544 / 827)
		ELL	Not ELL	66.2%		(542 / 819)
			ELL	46.2%		(12 / 26)
		Gender	Female	65.8%		(315 / 479)
			Male	65.8%		(229 / 348)
		InstrSetting	Not Special Ed	66.4%		(549 / 827)
			Special Ed	27.8%		(5 / 18)
		Race	Black / Latinx	41.1%		(44 / 107)
			White / Other	69.4%		(500 / 720)

	Year	Group	Subgroup	%	Percent of students meeting or exceeding College and Career Ready Benchmarks on SAT for High Schools	Number of Students
Math	21-22	All	All	49.5%		(757 / 1529)
		ELL	Not ELL	49.4%		(708 / 1434)
			ELL	51.6%		(49 / 95)
		Gender	Female	46.2%		(391 / 847)
			Male	53.7%		(366 / 682)
		InstrSetting	Not Special Ed	50.9%		(755 / 1484)
			Special Ed	4.4%		(2 / 45)
		Race	Black / Latinx	31.4%		(83 / 264)
			White / Other	53.3%		(674 / 1265)
	20-21	All	All	49.3%		(750 / 1520)
		ELL	Not ELL	49.3%		(709 / 1439)
			ELL	50.6%		(41 / 81)
		Gender	Female	47.0%		(382 / 812)
			Male	52.0%		(368 / 708)
		InstrSetting	Not Special Ed	50.8%		(744 / 1465)
			Special Ed	10.9%		(6 / 55)
		Race	Black / Latinx	27.3%		(72 / 264)
			White / Other	54.0%		(678 / 1256)
	19-20	All	All	50.6%		(811 / 1603)
		ELL	Not ELL	51.6%		(782 / 1516)
			ELL	33.3%		(29 / 87)
		Gender	Female	46.2%		(417 / 903)
			Male	56.3%		(394 / 700)
		InstrSetting	Not Special Ed	51.7%		(803 / 1554)
			Special Ed	16.3%		(8 / 49)
		Race	Black / Latinx	30.4%		(96 / 316)
			White / Other	55.6%		(715 / 1287)
	18-19	All	All	51.8%		(807 / 1557)
		ELL	Not ELL	52.1%		(774 / 1487)
			ELL	47.1%		(33 / 70)
		Gender	Female	45.2%		(370 / 819)
			Male	59.2%		(437 / 738)
		InstrSetting	Not Special Ed	53.0%		(802 / 1512)
			Special Ed	11.1%		(5 / 45)
		Race	Black / Latinx	38.0%		(108 / 284)
			White / Other	54.9%		(699 / 1273)
	17-18	All	All	54.7%		(850 / 1555)
		ELL	Not ELL	54.9%		(823 / 1500)

	Year	Group	Subgroup	%	Percent of students meeting or exceeding College and Career Ready Benchmarks on SAT for High Schools	Number of Students
Math	17-18	ELL	ELL	49.1%		(27 / 55)
		Gender	Female	49.9%		(415 / 831)
			Male	60.1%		(435 / 724)
		InstrSetting	Not Special Ed	55.9%		(847 / 1514)
			Special Ed	7.3%		(3 / 41)
		Race	Black / Latinx	35.7%		(101 / 283)
			White / Other	58.9%		(749 / 1272)
	16-17	All	All	59.6%		(588 / 986)
		ELL	Not ELL	59.9%		(588 / 982)
			ELL	42.9%		(12 / 28)
		Gender	Female	53.2%		(302 / 568)
			Male	68.4%		(286 / 418)
		InstrSetting	Not Special Ed	60.1%		(595 / 990)
			Special Ed	25.0%		(5 / 20)
		Race	Black / Latinx	32.2%		(49 / 152)
			White / Other	64.6%		(539 / 834)
	15-16	All	All	47.4%		(402 / 848)
		ELL	Not ELL	47.1%		(402 / 854)
			ELL	53.3%		(8 / 15)
		Gender	Female	42.1%		(198 / 470)
			Male	54.0%		(204 / 378)
		InstrSetting	Not Special Ed	48.1%		(410 / 852)
			Special Ed	0.0%		(0 / 17)
		Race	Black / Latinx	27.9%		(29 / 104)
			White / Other	50.1%		(373 / 744)
	14-15	All	All	47.0%		(389 / 827)
		ELL	Not ELL	47.3%		(387 / 819)
			ELL	53.8%		(14 / 26)
		Gender	Female	43.4%		(208 / 479)
			Male	52.0%		(181 / 348)
		InstrSetting	Not Special Ed	48.0%		(397 / 827)
			Special Ed	22.2%		(4 / 18)
		Race	Black / Latinx	22.4%		(24 / 107)
			White / Other	50.7%		(365 / 720)

	Year	Group	Subgroup	%	Percent of students with Silver or higher on Ready to Work for Lexington One	Number of Students
Ready to Work	2020-2021	All	All	77.4%		(2493 / 3220)
		ELL	Not ELL	78.5%		(2352 / 2995)
			ELL	62.7%		(141 / 225)
		Gender	Female	79.0%		(1265 / 1602)
			Male	75.9%		(1228 / 1618)
		InstrSetting	Not Special Ed	82.0%		(2431 / 2964)
			Special Ed	24.2%		(62 / 256)
		Race	Black / Latinx	54.6%		(329 / 603)
			White / Other	82.7%		(2164 / 2617)
	2018-2019	All	All	77.1%		(1415 / 1835)
		ELL	Not ELL	78.1%		(1349 / 1728)
			ELL	61.7%		(66 / 107)
		Gender	Female	80.0%		(714 / 892)
			Male	74.3%		(701 / 943)
		InstrSetting	Not Special Ed	81.9%		(1375 / 1679)
			Special Ed	25.6%		(40 / 156)
		Race	Black / Latinx	58.2%		(220 / 378)
			White / Other	82.0%		(1195 / 1457)
	2017-2018	All	All	78.0%		(1321 / 1693)
		ELL	Not ELL	78.9%		(1282 / 1624)
			ELL	56.5%		(39 / 69)
		Gender	Female	78.0%		(630 / 808)
			Male	78.1%		(691 / 885)
		InstrSetting	Not Special Ed	83.7%		(1276 / 1525)
			Special Ed	26.8%		(45 / 168)
		Race	Black / Latinx	60.3%		(193 / 320)
			White / Other	82.2%		(1128 / 1373)

	Year	Group	Subgroup	%	Percent of students with Silver or higher on WorkKeys Lexington One	Number of Students
WorkKeys	2021-2022	All	All	37.3%		(162 / 434)
		ELL	ELL	27.5%		(14 / 51)
			Not ELL	38.6%		(148 / 383)
		Gender	Female	35.1%		(74 / 211)
			Male	39.5%		(88 / 223)
		InstrSetting	Not Special Ed	44.8%		(146 / 326)
			Special Ed	14.8%		(16 / 108)
		Race	Black / Latinx	29.8%		(56 / 188)
			White / Other	43.1%		(106 / 246)
	2016-2017	All	All	72.9%		(1243 / 1704)
		ELL	Not ELL	73.8%		(1229 / 1666)
			ELL	36.8%		(14 / 38)
		Gender	Female	74.9%		(649 / 866)
			Male	70.9%		(594 / 838)
		InstrSetting	Not Special Ed	77.9%		(1211 / 1555)
			Special Ed	21.5%		(32 / 149)
		Race	Black / Latinx	47.0%		(139 / 296)
			White / Other	78.4%		(1104 / 1408)
	2015-2016	All	All	78.1%		(1353 / 1732)
		ELL	Not ELL	78.9%		(1337 / 1694)
			ELL	42.1%		(16 / 38)
		Gender	Female	78.2%		(682 / 872)
			Male	78.0%		(671 / 860)
		InstrSetting	Not Special Ed	83.1%		(1315 / 1582)
			Special Ed	25.3%		(38 / 150)
		Race	Black / Latinx	60.8%		(194 / 319)
			White / Other	82.0%		(1159 / 1413)
	2014-2015	All	All	78.0%		(1294 / 1659)
		ELL	Not ELL	78.7%		(1276 / 1621)
			ELL	47.4%		(18 / 38)
		Gender	Female	76.8%		(651 / 848)
			Male	79.3%		(643 / 811)
		InstrSetting	Not Special Ed	82.8%		(1262 / 1524)
			Special Ed	23.7%		(32 / 135)
		Race	Black / Latinx	59.0%		(157 / 266)
			White / Other	81.6%		(1137 / 1393)

	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for Lexington One	Number of Students
Algebra 1	21-22	All	All	67.5%		(1662 / 2461)
		ELL	ELL	24.2%		(24 / 99)
			Not ELL	69.3%		(1638 / 2362)
		Gender	Female	70.4%		(846 / 1201)
			Male	64.8%		(816 / 1260)
		InstrSetting	Not Special Ed	72.9%		(1581 / 2170)
			Special Ed	27.8%		(81 / 291)
		Race	Black / Latinx	52.1%		(382 / 733)
			White / Other	74.1%		(1280 / 1727)
	20-21	All	All	61.4%		(1412 / 2298)
		ELL	Not ELL	62.6%		(1387 / 2215)
			ELL	30.1%		(25 / 83)
		Gender	Female	64.8%		(739 / 1141)
			Male	58.2%		(670 / 1152)
		InstrSetting	Not Special Ed	66.7%		(1353 / 2027)
			Special Ed	21.8%		(59 / 271)
		Race	Black / Latinx	50.7%		(316 / 623)
			White / Other	65.4%		(1093 / 1670)
	18-19	All	All	76.6%		(1719 / 2244)
		ELL	Not ELL	77.5%		(1660 / 2143)
			ELL	58.4%		(59 / 101)
		Gender	Female	80.4%		(900 / 1119)
			Male	73.0%		(818 / 1120)
		InstrSetting	Not Special Ed	81.2%		(1633 / 2010)
			Special Ed	36.8%		(86 / 234)
		Race	Black / Latinx	61.8%		(338 / 547)
			White / Other	81.6%		(1380 / 1692)
	17-18	All	All	81.3%		(1814 / 2231)
		ELL	Not ELL	81.9%		(1744 / 2130)
			ELL	69.3%		(70 / 101)
		Gender	Female	84.0%		(911 / 1085)
			Male	78.9%		(901 / 1142)
		InstrSetting	Not Special Ed	86.4%		(1739 / 2012)
			Special Ed	34.2%		(75 / 219)
		Race	Black / Latinx	69.4%		(351 / 506)
			White / Other	84.9%		(1458 / 1717)
	16-17	All	All	83.9%		(1824 / 2173)
		ELL	Not ELL	84.5%		(1779 / 2105)
			ELL	66.2%		(45 / 68)

	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for Lexington One	Number of Students
Algebra 1	16-17	Gender	Female	87.2%		(950 / 1089)
			Male	80.6%		(874 / 1084)
		InstrSetting	Not Special Ed	88.6%		(1725 / 1948)
			Special Ed	44.0%		(99 / 225)
		Race	Black / Latinx	69.2%		(261 / 377)
			White / Other	87.0%		(1563 / 1796)
	15-16	All	All	92.9%		(1832 / 1972)
		ELL	Not ELL	93.0%		(1795 / 1931)
			ELL	90.2%		(37 / 41)
		Gender	Female	94.7%		(909 / 960)
			Male	91.3%		(923 / 1011)
		InstrSetting	Not Special Ed	94.4%		(1741 / 1845)
			Special Ed	71.7%		(91 / 127)
		Race	Black / Latinx	87.7%		(284 / 324)
			White / Other	93.9%		(1548 / 1648)
	14-15	All	All	93.6%		(1963 / 2098)
		ELL	Not ELL	93.8%		(1880 / 2004)
			ELL	88.3%		(83 / 94)
		Gender	Female	95.1%		(922 / 970)
			Male	92.3%		(1041 / 1128)
		InstrSetting	Not Special Ed	95.3%		(1839 / 1930)
			Special Ed	73.8%		(124 / 168)
		Race	Black / Latinx	87.2%		(340 / 390)
			White / Other	95.0%		(1623 / 1708)

	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for Lexington One	Number of Students
Biology 1	21-22	All	All	61.6%		(1424 / 2310)
		ELL	ELL	20.7%		(18 / 87)
			Not ELL	63.2%		(1406 / 2223)
		Gender	Female	66.4%		(766 / 1154)
			Male	56.9%		(658 / 1156)
		InstrSetting	Not Special Ed	67.6%		(1374 / 2034)
			Special Ed	18.1%		(50 / 276)
		Race	Black / Latinx	44.9%		(292 / 651)
			White / Other	68.2%		(1132 / 1659)
	20-21	All	All	50.8%		(1371 / 2700)
		ELL	Not ELL	52.3%		(1352 / 2586)
			ELL	16.7%		(19 / 114)
		Gender	Female	53.5%		(702 / 1311)
			Male	48.2%		(666 / 1382)
		InstrSetting	Not Special Ed	55.1%		(1333 / 2420)
			Special Ed	13.6%		(38 / 280)
		Race	Black / Latinx	34.6%		(246 / 711)
			White / Other	56.6%		(1122 / 1982)
	18-19	All	All	78.4%		(1462 / 1864)
		ELL	Not ELL	79.6%		(1434 / 1801)
			ELL	44.4%		(28 / 63)
		Gender	Female	81.4%		(766 / 941)
			Male	75.5%		(693 / 918)
		InstrSetting	Not Special Ed	82.4%		(1400 / 1699)
			Special Ed	37.6%		(62 / 165)
		Race	Black / Latinx	59.6%		(251 / 421)
			White / Other	84.0%		(1208 / 1438)
	17-18	All	All	76.0%		(1519 / 2000)
		ELL	Not ELL	77.2%		(1473 / 1908)
			ELL	50.0%		(46 / 92)
		Gender	Female	78.7%		(786 / 999)
			Male	73.2%		(731 / 998)
		InstrSetting	Not Special Ed	82.2%		(1463 / 1779)
			Special Ed	25.3%		(56 / 221)
		Race	Black / Latinx	57.0%		(261 / 458)
			White / Other	81.7%		(1253 / 1534)
	16-17	All	All	80.3%		(1594 / 1985)
		ELL	Not ELL	81.2%		(1561 / 1922)
			ELL	52.4%		(33 / 63)
		Gender	Female	81.8%		(803 / 982)

	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for Lexington One	Number of Students
Biology 1	16-17	Gender	Male	78.9%		(791 / 1003)
			Female	84.9%		(1516 / 1785)
		InstrSetting	Not Special Ed	84.9%		(1516 / 1785)
			Special Ed	39.0%		(78 / 200)
		Race	Black / Latinx	66.0%		(266 / 403)
			White / Other	83.9%		(1328 / 1582)
	15-16	All	All	87.8%		(1537 / 1750)
		ELL	Not ELL	88.9%		(1517 / 1707)
			ELL	46.5%		(20 / 43)
		Gender	Female	89.3%		(746 / 835)
			Male	86.4%		(791 / 915)
		InstrSetting	Not Special Ed	91.8%		(1467 / 1598)
			Special Ed	46.1%		(70 / 152)
		Race	Black / Latinx	71.3%		(214 / 300)
			White / Other	91.2%		(1323 / 1450)
		All	All	83.7%		(1510 / 1804)
	14-15	ELL	Not ELL	84.2%		(1464 / 1738)
			ELL	69.7%		(46 / 66)
		Gender	Female	84.9%		(772 / 909)
			Male	82.6%		(738 / 894)
		InstrSetting	Not Special Ed	89.2%		(1439 / 1614)
			Special Ed	37.4%		(71 / 190)
		Race	Black / Latinx	69.3%		(224 / 323)
			White / Other	86.8%		(1286 / 1481)

	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for Lexington One	Number of Students
English 2	21-22	All	All	87.5%		(1952 / 2231)
		ELL	ELL	50.6%		(43 / 85)
			Not ELL	89.0%		(1909 / 2146)
		Gender	Female	90.5%		(1018 / 1125)
			Male	84.4%		(934 / 1106)
		InstrSetting	Not Special Ed	92.2%		(1811 / 1965)
			Special Ed	53.0%		(141 / 266)
		Race	Black / Latinx	78.9%		(480 / 608)
			White / Other	90.7%		(1472 / 1623)
	20-21	All	All	87.8%		(1817 / 2070)
		ELL	Not ELL	88.7%		(1768 / 1994)
			ELL	64.5%		(49 / 76)
		Gender	Female	92.1%		(950 / 1031)
			Male	83.4%		(864 / 1036)
		InstrSetting	Not Special Ed	91.7%		(1729 / 1885)
			Special Ed	47.6%		(88 / 185)
		Race	Black / Latinx	79.7%		(404 / 507)
			White / Other	90.4%		(1410 / 1560)

	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for Lexington One	Number of Students
US History	21-22	All	All	57.0%	<div><div></div></div>	(744 / 1305)
		ELL	ELL	24.4%	<div><div></div></div>	(11 / 45)
			Not ELL	58.2%	<div><div></div></div>	(733 / 1260)
		Gender	Female	57.2%	<div><div></div></div>	(388 / 678)
			Male	56.8%	<div><div></div></div>	(356 / 627)
		InstrSetting	Not Special Ed	59.7%	<div><div></div></div>	(722 / 1209)
			Special Ed	22.9%	<div><div></div></div>	(22 / 96)
		Race	Black / Latinx	44.5%	<div><div></div></div>	(129 / 290)
			White / Other	60.6%	<div><div></div></div>	(614 / 1013)
	20-21	All	All	58.0%	<div><div></div></div>	(1054 / 1818)
		ELL	Not ELL	59.3%	<div><div></div></div>	(1033 / 1743)
			ELL	28.0%	<div><div></div></div>	(21 / 75)
		Gender	Female	55.8%	<div><div></div></div>	(504 / 903)
			Male	59.9%	<div><div></div></div>	(546 / 911)
		InstrSetting	Not Special Ed	60.6%	<div><div></div></div>	(1016 / 1676)
			Special Ed	26.8%	<div><div></div></div>	(38 / 142)
		Race	Black / Latinx	39.2%	<div><div></div></div>	(171 / 436)
			White / Other	63.8%	<div><div></div></div>	(879 / 1378)
	18-19	All	All	80.0%	<div><div></div></div>	(1480 / 1850)
		ELL	Not ELL	81.1%	<div><div></div></div>	(1435 / 1770)
			ELL	56.3%	<div><div></div></div>	(45 / 80)
		Gender	Female	76.7%	<div><div></div></div>	(692 / 902)
			Male	83.1%	<div><div></div></div>	(787 / 947)
		InstrSetting	Not Special Ed	83.6%	<div><div></div></div>	(1437 / 1719)
			Special Ed	32.8%	<div><div></div></div>	(43 / 131)
		Race	Black / Latinx	68.4%	<div><div></div></div>	(288 / 421)
			White / Other	83.4%	<div><div></div></div>	(1191 / 1428)
	17-18	All	All	81.7%	<div><div></div></div>	(1458 / 1785)
		ELL	Not ELL	82.5%	<div><div></div></div>	(1438 / 1742)
			ELL	46.5%	<div><div></div></div>	(20 / 43)
		Gender	Female	78.0%	<div><div></div></div>	(677 / 868)
			Male	85.3%	<div><div></div></div>	(781 / 916)
		InstrSetting	Not Special Ed	84.8%	<div><div></div></div>	(1381 / 1629)
			Special Ed	49.4%	<div><div></div></div>	(77 / 156)
		Race	Black / Latinx	69.3%	<div><div></div></div>	(276 / 398)
			White / Other	85.4%	<div><div></div></div>	(1182 / 1384)
	16-17	All	All	81.7%	<div><div></div></div>	(1414 / 1730)
		ELL	Not ELL	82.4%	<div><div></div></div>	(1400 / 1698)
			ELL	43.8%	<div><div></div></div>	(14 / 32)
		Gender	Female	79.3%	<div><div></div></div>	(699 / 881)

	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for Lexington One	Number of Students
US History	16-17	Gender	Male	84.2%		(715 / 849)
			Female	84.2%		(715 / 849)
		InstrSetting	Not Special Ed	84.6%		(1351 / 1597)
			Special Ed	47.4%		(63 / 133)
		Race	Black / Latinx	65.5%		(205 / 313)
			White / Other	85.3%		(1209 / 1417)
	15-16	All	All	83.8%		(1444 / 1724)
		ELL	Not ELL	84.5%		(1432 / 1695)
			ELL	41.4%		(12 / 29)
		Gender	Female	81.4%		(711 / 873)
			Male	86.1%		(733 / 851)
		InstrSetting	Not Special Ed	86.2%		(1384 / 1605)
			Special Ed	50.4%		(60 / 119)
		Race	Black / Latinx	69.0%		(223 / 323)
			White / Other	87.2%		(1221 / 1401)
		All	All	83.3%		(1412 / 1695)
	14-15	ELL	Not ELL	83.9%		(1402 / 1671)
			ELL	41.7%		(10 / 24)
		Gender	Female	81.1%		(702 / 866)
			Male	85.6%		(710 / 829)
		InstrSetting	Not Special Ed	85.4%		(1352 / 1584)
			Special Ed	54.1%		(60 / 111)
		Race	Black / Latinx	68.4%		(184 / 269)
			White / Other	86.1%		(1228 / 1426)

	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for Lexington One	Number of Students
English 1	18-19	All	All	82.6%		(1696 / 2054)
		ELL	Not ELL	83.9%		(1648 / 1964)
			ELL	53.3%		(48 / 90)
		Gender	Female	88.5%		(900 / 1017)
			Male	76.8%		(793 / 1033)
		InstrSetting	Not Special Ed	88.1%		(1597 / 1812)
			Special Ed	40.9%		(99 / 242)
		Race	Black / Latinx	69.2%		(359 / 519)
			White / Other	87.1%		(1334 / 1531)
	17-18	All	All	86.1%		(1859 / 2159)
		ELL	Not ELL	87.3%		(1805 / 2067)
			ELL	58.7%		(54 / 92)
		Gender	Female	89.8%		(951 / 1059)
			Male	82.6%		(905 / 1096)
		InstrSetting	Not Special Ed	91.2%		(1762 / 1931)
			Special Ed	42.5%		(97 / 228)
		Race	Black / Latinx	76.2%		(393 / 516)
			White / Other	89.3%		(1458 / 1633)
	16-17	All	All	82.9%		(1776 / 2142)
		ELL	Not ELL	83.8%		(1729 / 2063)
			ELL	59.5%		(47 / 79)
		Gender	Female	86.6%		(906 / 1046)
			Male	79.4%		(870 / 1096)
		InstrSetting	Not Special Ed	88.7%		(1696 / 1913)
			Special Ed	34.9%		(80 / 229)
		Race	Black / Latinx	66.8%		(257 / 385)
			White / Other	86.5%		(1519 / 1757)
	15-16	All	All	87.3%		(1752 / 2007)
		ELL	Not ELL	88.0%		(1717 / 1951)
			ELL	62.5%		(35 / 56)
		Gender	Female	90.7%		(875 / 965)
			Male	84.2%		(877 / 1042)
		InstrSetting	Not Special Ed	91.3%		(1660 / 1818)
			Special Ed	48.7%		(92 / 189)
		Race	Black / Latinx	77.7%		(282 / 363)
			White / Other	89.4%		(1470 / 1644)
	14-15	All	All	82.2%		(1587 / 1930)
		ELL	Not ELL	83.4%		(1527 / 1831)
			ELL	60.6%		(60 / 99)
		Gender	Female	83.9%		(766 / 913)

	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for Lexington One	Number of Students
English 1	14-15	Gender	Male	80.7%	<div><div></div></div>	(821 / 1017)
			Female	80.7%	<div><div></div></div>	(821 / 1017)
		InstrSetting	Not Special Ed	86.0%	<div><div></div></div>	(1512 / 1759)
			Special Ed	43.9%	<div><div></div></div>	(75 / 171)
		Race	Black / Latinx	66.0%	<div><div></div></div>	(237 / 359)
			White / Other	85.9%	<div><div></div></div>	(1350 / 1571)









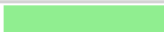
















	Year	Group	Subgroup	%	On Time Graduation Rate for Lexington One	Number of Students
GradRate	21-22	All	All	88.2%	<div></div>	(1892 / 2146)
		ELL	Not ELL	88.2%	<div></div>	(1892 / 2146)
		Gender	Female	92.4%	<div></div>	(973 / 1053)
			Male	84.1%	<div></div>	(919 / 1093)
		InstrSetting	Not Special Ed	91.4%	<div></div>	(1758 / 1923)
			Special Ed	60.1%	<div></div>	(134 / 223)
		Race	Black / Latinx	85.5%	<div></div>	(260 / 304)
			White / Other	88.6%	<div></div>	(1632 / 1842)
	20-21	All	All	90.0%	<div></div>	(1815 / 2017)
		ELL	Not ELL	90.0%	<div></div>	(1815 / 2017)
		Gender	Female	93.2%	<div></div>	(943 / 1012)
			Male	86.8%	<div></div>	(872 / 1005)
		InstrSetting	Not Special Ed	92.6%	<div></div>	(1703 / 1840)
			Special Ed	63.3%	<div></div>	(112 / 177)
		Race	Black / Latinx	87.5%	<div></div>	(231 / 264)
			White / Other	90.4%	<div></div>	(1584 / 1753)
	19-20	All	All	90.7%	<div></div>	(1750 / 1930)
		ELL	Not ELL	90.6%	<div></div>	(1656 / 1827)
			ELL	91.3%	<div></div>	(94 / 103)
		Gender	Female	93.8%	<div></div>	(864 / 921)
			Male	87.8%	<div></div>	(886 / 1009)
		InstrSetting	Not Special Ed	93.7%	<div></div>	(1638 / 1748)
			Special Ed	61.5%	<div></div>	(112 / 182)
		Race	Black / Latinx	89.8%	<div></div>	(229 / 255)
			White / Other	90.8%	<div></div>	(1521 / 1675)
	18-19	All	All	89.6%	<div></div>	(1675 / 1869)
		ELL	Not ELL	89.8%	<div></div>	(1598 / 1780)
			ELL	86.5%	<div></div>	(77 / 89)
		Gender	Female	93.6%	<div></div>	(822 / 878)
			Male	86.1%	<div></div>	(853 / 991)
		InstrSetting	Not Special Ed	91.5%	<div></div>	(1562 / 1707)
			Special Ed	69.8%	<div></div>	(113 / 162)
		Race	Black / Latinx	86.5%	<div></div>	(198 / 229)
			White / Other	90.1%	<div></div>	(1477 / 1640)
	17-18	All	All	89.5%	<div></div>	(1609 / 1797)
		ELL	Not ELL	89.4%	<div></div>	(1540 / 1722)
			ELL	92.0%	<div></div>	(69 / 75)
		Gender	Female	92.9%	<div></div>	(829 / 892)
			Male	86.2%	<div></div>	(780 / 905)
		InstrSetting	Not Special Ed	91.4%	<div></div>	(1495 / 1635)

	Year	Group	Subgroup	%	On Time Graduation Rate for Lexington One	Number of Students
GradRate	17-18	InstrSetting	Special Ed	70.4%		(114 / 162)
		Race	Black / Latinx	83.6%		(178 / 213)
			White / Other	90.3%		(1431 / 1584)
	16-17	All	All	90.3%		(1605 / 1777)
		ELL	Not ELL	90.6%		(1574 / 1737)
			ELL	77.5%		(31 / 40)
		Gender	Female	92.8%		(823 / 887)
			Male	87.9%		(782 / 890)
		InstrSetting	Not Special Ed	93.7%		(1514 / 1616)
			Special Ed	56.5%		(91 / 161)
		Race	Black / Latinx	86.8%		(308 / 355)
			White / Other	91.2%		(1297 / 1422)
	15-16	All	All	88.6%		(1528 / 1724)
		ELL	Not ELL	89.0%		(1504 / 1690)
			ELL	70.6%		(24 / 34)
		Gender	Female	92.5%		(805 / 870)
			Male	84.7%		(723 / 854)
		InstrSetting	Not Special Ed	91.5%		(1435 / 1568)
			Special Ed	59.6%		(93 / 156)
		Race	Black / Latinx	82.6%		(271 / 328)
			White / Other	90.0%		(1257 / 1396)

Year	Status	Student Count	Stu Cnt
15-16			
	CC-LOCAL DOCUMENT RECIPIENT	21	1.2%
	GN-NON-GRADUATE	175	10.2%
	GY-GRADUATE	1528	88.6%
16-17			
	CC-LOCAL DOCUMENT RECIPIENT	35	2.0%
	GN	4	0.2%
	GN-NON-GRADUATE	137	7.7%
	GY-GRADUATE	1601	90.1%
17-18			
	A1	22	1.2%
	CC	15	0.8%
	GN	151	8.4%
	GY	1609	89.5%
18-19			
	CC	26	1.4%
	GN	168	9.0%
	GY	1675	89.6%
19-20			
	CC	28	1.5%
	GN	152	7.9%

19-20	GY	1750	90.7%
20-21			
	CC	42	2.1%
	GN	160	7.9%
	GY	1815	90.0%
21-22			
	CC	38	1.8%
	GN	216	10.1%
	GY	1892	88.2%
Total		13260	

	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Lexington One	Number of Students
Accelerated/ Eagles	21-22	All	All	13.0%		(2902 / 22359)
		ELL	Not ELL	13.1%		(2659 / 20259)
			ELL	11.6%		(243 / 2100)
		Gender	Female	12.8%		(1424 / 11082)
			Male	13.1%		(1478 / 11277)
		InstrSetting	Not Special Ed	14.7%		(2854 / 19375)
			Special Ed	1.6%		(48 / 2984)
		Race	Black / Latinx	7.0%		(423 / 6063)
			White / Other	15.2%		(2479 / 16296)
	20-21	All	All	13.3%		(2872 / 21589)
		ELL	Not ELL	13.5%		(2654 / 19707)
			ELL	11.6%		(218 / 1882)
		Gender	Female	13.3%		(1406 / 10604)
			Male	13.3%		(1466 / 10985)
		InstrSetting	Not Special Ed	15.1%		(2821 / 18731)
			Special Ed	1.8%		(51 / 2858)
		Race	Black / Latinx	7.3%		(435 / 5922)
			White / Other	15.6%		(2437 / 15667)
	19-20	All	All	13.9%		(3091 / 22287)
		ELL	Not ELL	14.0%		(2870 / 20513)
			ELL	12.5%		(221 / 1774)
		Gender	Female	14.4%		(1571 / 10915)
			Male	13.4%		(1520 / 11372)
		InstrSetting	Not Special Ed	15.7%		(3026 / 19287)
			Special Ed	2.2%		(65 / 3000)
		Race	Black / Latinx	8.2%		(477 / 5788)
			White / Other	15.8%		(2614 / 16499)
	18-19	All	All	14.5%		(3071 / 21242)
		ELL	Not ELL	14.7%		(2897 / 19753)
			ELL	11.7%		(174 / 1489)
		Gender	Female	15.1%		(1560 / 10335)
			Male	13.9%		(1511 / 10907)
		InstrSetting	Not Special Ed	16.3%		(3015 / 18495)
			Special Ed	2.0%		(56 / 2747)
		Race	Black / Latinx	8.5%		(455 / 5337)
			White / Other	16.4%		(2616 / 15905)
	17-18	All	All	15.0%		(3028 / 20251)
		ELL	Not ELL	15.3%		(2907 / 18993)

	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Lexington One	Number of Students
Accelerated/ Eagles	17-18	ELL	ELL	9.4%		(120 / 1276)
		Gender	Female	15.9%		(1568 / 9881)
			Male	14.1%		(1460 / 10370)
		InstrSetting	Not Special Ed	16.6%		(2950 / 17762)
			Special Ed	3.1%		(77 / 2507)
		Race	Black / Latinx	8.4%		(404 / 4794)
			White / Other	17.0%		(2624 / 15457)
	16-17	All	All	15.4%		(3101 / 20176)
		ELL	Not ELL	15.8%		(3042 / 19225)
			ELL	6.2%		(59 / 951)
		Gender	Female	16.5%		(1616 / 9784)
			Male	14.3%		(1485 / 10392)
		InstrSetting	Not Special Ed	17.1%		(3024 / 17690)
			Special Ed	3.1%		(77 / 2486)
		Race	Black / Latinx	7.6%		(301 / 3982)
			White / Other	17.3%		(2800 / 16194)
	15-16	All	All	15.4%		(3021 / 19629)
		ELL	Not ELL	15.8%		(2972 / 18813)
			ELL	6.0%		(49 / 816)
		Gender	Female	16.5%		(1578 / 9579)
			Male	14.4%		(1443 / 10050)
		InstrSetting	Not Special Ed	17.1%		(2947 / 17215)
			Special Ed	3.1%		(74 / 2414)
		Race	Black / Latinx	7.1%		(266 / 3723)
			White / Other	17.3%		(2755 / 15906)

	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Lexington One	Number of Students
Honors	21-22	All	All	23.7%		(5341 / 22508)
		ELL	Not ELL	23.9%		(4878 / 20385)
			ELL	21.8%		(463 / 2123)
		Gender	Female	27.4%		(3056 / 11172)
			Male	20.2%		(2285 / 11336)
		InstrSetting	Not Special Ed	26.9%		(5251 / 19524)
			Special Ed	3.0%		(90 / 2984)
		Race	Black / Latinx	16.2%		(985 / 6092)
			White / Other	26.5%		(4356 / 16416)
	20-21	All	All	24.5%		(5343 / 21817)
		ELL	Not ELL	24.7%		(4921 / 19909)
			ELL	22.1%		(422 / 1908)
		Gender	Female	29.2%		(3142 / 10763)
			Male	19.9%		(2201 / 11054)
		InstrSetting	Not Special Ed	27.7%		(5258 / 18959)
			Special Ed	3.0%		(85 / 2858)
		Race	Black / Latinx	18.4%		(1099 / 5987)
			White / Other	26.8%		(4244 / 15830)
	19-20	All	All	23.7%		(5302 / 22384)
		ELL	Not ELL	24.1%		(4961 / 20603)
			ELL	19.1%		(341 / 1781)
		Gender	Female	27.5%		(3009 / 10960)
			Male	20.1%		(2293 / 11424)
		InstrSetting	Not Special Ed	27.0%		(5229 / 19383)
			Special Ed	2.4%		(73 / 3001)
		Race	Black / Latinx	16.8%		(973 / 5801)
			White / Other	26.1%		(4329 / 16583)
	18-19	All	All	23.3%		(4972 / 21331)
		ELL	Not ELL	23.8%		(4714 / 19838)
			ELL	17.3%		(258 / 1493)
		Gender	Female	26.9%		(2793 / 10375)
			Male	19.9%		(2179 / 10956)
		InstrSetting	Not Special Ed	26.4%		(4898 / 18584)
			Special Ed	2.7%		(74 / 2747)
		Race	Black / Latinx	15.7%		(840 / 5350)
			White / Other	25.9%		(4132 / 15981)
	17-18	All	All	23.5%		(4749 / 20251)
		ELL	Not ELL	24.1%		(4581 / 18993)
			ELL	13.1%		(167 / 1276)

	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Lexington One	Number of Students
Honors	17-18	Gender	Female	27.3%		(2693 / 9881)
			Male	19.8%		(2056 / 10370)
		InstrSetting	Not Special Ed	26.3%		(4674 / 17762)
			Special Ed	3.0%		(74 / 2507)
		Race	Black / Latinx	15.8%		(757 / 4794)
			White / Other	25.8%		(3992 / 15457)
	16-17	All	All	22.8%		(4604 / 20176)
		ELL	Not ELL	23.5%		(4516 / 19225)
			ELL	9.3%		(88 / 951)
		Gender	Female	26.5%		(2597 / 9784)
			Male	19.3%		(2007 / 10392)
		InstrSetting	Not Special Ed	25.7%		(4548 / 17690)
			Special Ed	2.3%		(56 / 2486)
		Race	Black / Latinx	14.4%		(572 / 3982)
			White / Other	24.9%		(4032 / 16194)
	15-16	All	All	20.1%		(3949 / 19629)
		ELL	Not ELL	20.7%		(3893 / 18813)
			ELL	6.9%		(56 / 816)
		Gender	Female	23.1%		(2208 / 9579)
			Male	17.3%		(1741 / 10050)
		InstrSetting	Not Special Ed	22.6%		(3898 / 17215)
			Special Ed	2.1%		(51 / 2414)
		Race	Black / Latinx	12.6%		(469 / 3723)
			White / Other	21.9%		(3480 / 15906)

	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Lexington One	Number of Students
AP/IB	21-22	All	All	8.2%		(1832 / 22377)
		ELL	Not ELL	8.2%		(1665 / 20271)
			ELL	7.9%		(167 / 2106)
		Gender	Female	10.0%		(1113 / 11098)
			Male	6.4%		(719 / 11279)
		InstrSetting	Not Special Ed	9.4%		(1824 / 19393)
			Special Ed	0.3%		(8 / 2984)
		Race	Black / Latinx	4.7%		(284 / 6066)
			White / Other	9.5%		(1548 / 16311)
	20-21	All	All	8.5%		(1831 / 21613)
		ELL	Not ELL	8.5%		(1684 / 19724)
			ELL	7.8%		(147 / 1889)
		Gender	Female	10.2%		(1087 / 10620)
			Male	6.8%		(744 / 10993)
		InstrSetting	Not Special Ed	9.7%		(1822 / 18755)
			Special Ed	0.3%		(9 / 2858)
		Race	Black / Latinx	4.7%		(278 / 5926)
			White / Other	9.9%		(1553 / 15687)
	19-20	All	All	7.9%		(1771 / 22299)
		ELL	Not ELL	8.1%		(1664 / 20522)
			ELL	6.0%		(107 / 1777)
		Gender	Female	9.4%		(1031 / 10924)
			Male	6.5%		(740 / 11375)
		InstrSetting	Not Special Ed	9.1%		(1758 / 19299)
			Special Ed	0.4%		(13 / 3000)
		Race	Black / Latinx	4.6%		(269 / 5790)
			White / Other	9.1%		(1502 / 16509)
	18-19	All	All	7.5%		(1601 / 21253)
		ELL	Not ELL	7.7%		(1528 / 19762)
			ELL	4.9%		(73 / 1491)
		Gender	Female	8.3%		(859 / 10341)
			Male	6.8%		(742 / 10912)
		InstrSetting	Not Special Ed	8.6%		(1589 / 18506)
			Special Ed	0.4%		(12 / 2747)
		Race	Black / Latinx	4.3%		(231 / 5339)
			White / Other	8.6%		(1370 / 15914)
	17-18	All	All	7.0%		(1422 / 20251)
		ELL	Not ELL	7.3%		(1379 / 18993)
			ELL	2.8%		(36 / 1276)







































	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Lexington One	Number of Students
AP/IB	17-18	Gender	Female	8.2%		(810 / 9881)
			Male	5.9%		(612 / 10370)
		InstrSetting	Not Special Ed	7.9%		(1410 / 17762)
			Special Ed	0.2%		(5 / 2507)
		Race	Black / Latinx	4.0%		(194 / 4794)
			White / Other	7.9%		(1228 / 15457)
	16-17	All	All	6.1%		(1222 / 20176)
		ELL	Not ELL	6.3%		(1213 / 19225)
			ELL	0.9%		(9 / 951)
		Gender	Female	7.2%		(704 / 9784)
			Male	5.0%		(518 / 10392)
		InstrSetting	Not Special Ed	6.9%		(1220 / 17690)
			Special Ed	0.1%		(2 / 2486)
		Race	Black / Latinx	2.9%		(114 / 3982)
			White / Other	6.8%		(1108 / 16194)
	15-16	All	All	3.3%		(654 / 19629)
		ELL	Not ELL	3.4%		(649 / 18813)
			ELL	0.6%		(5 / 816)
		Gender	Female	3.8%		(367 / 9579)
			Male	2.9%		(287 / 10050)
		InstrSetting	Not Special Ed	3.8%		(648 / 17215)
			Special Ed	0.2%		(6 / 2414)
		Race	Black / Latinx	1.6%		(58 / 3723)
			White / Other	3.7%		(596 / 15906)

	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Lexington One	Number of Students
Dual Credit	21-22	All	All	3.2%		(710 / 22366)
		ELL	Not ELL	3.4%		(688 / 20265)
			ELL	1.0%		(22 / 2101)
		Gender	Female	4.3%		(482 / 11089)
			Male	2.0%		(228 / 11277)
		InstrSetting	Not Special Ed	3.6%		(702 / 19381)
			Special Ed	0.3%		(8 / 2985)
		Race	Black / Latinx	1.7%		(103 / 6063)
			White / Other	3.7%		(607 / 16303)
	20-21	All	All	2.8%		(600 / 21590)
		ELL	Not ELL	2.9%		(576 / 19708)
			ELL	1.3%		(24 / 1882)
		Gender	Female	3.7%		(391 / 10605)
			Male	1.9%		(209 / 10985)
		InstrSetting	Not Special Ed	3.2%		(592 / 18732)
			Special Ed	0.3%		(8 / 2858)
		Race	Black / Latinx	1.3%		(78 / 5922)
			White / Other	3.3%		(522 / 15668)
	19-20	All	All	2.3%		(522 / 22293)
		ELL	Not ELL	2.5%		(512 / 20519)
			ELL	0.6%		(10 / 1774)
		Gender	Female	3.1%		(336 / 10921)
			Male	1.6%		(186 / 11372)
		InstrSetting	Not Special Ed	2.7%		(517 / 19293)
			Special Ed	0.2%		(5 / 3000)
		Race	Black / Latinx	1.0%		(58 / 5789)
			White / Other	2.8%		(464 / 16504)
	18-19	All	All	2.0%		(430 / 21245)
		ELL	Not ELL	2.1%		(420 / 19756)
			ELL	0.7%		(10 / 1489)
		Gender	Female	2.5%		(258 / 10337)
			Male	1.6%		(172 / 10908)
		InstrSetting	Not Special Ed	2.3%		(428 / 18498)
			Special Ed	0.1%		(2 / 2747)
		Race	Black / Latinx	1.0%		(56 / 5337)
			White / Other	2.4%		(374 / 15908)
	17-18	All	All	1.7%		(353 / 20251)
		ELL	Not ELL	1.8%		(346 / 18993)
			ELL	0.5%		(6 / 1276)








































	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Lexington One	Number of Students
Dual Credit	17-18	Gender	Female	2.3%		(223 / 9881)
			Male	1.3%		(130 / 10370)
		InstrSetting	Not Special Ed	2.0%		(351 / 17762)
			Special Ed	0.0%		(1 / 2507)
		Race	Black / Latinx	0.7%		(33 / 4794)
			White / Other	2.1%		(320 / 15457)
	16-17	All	All	0.9%		(185 / 20176)
		ELL	Not ELL	0.9%		(182 / 19225)
			ELL	0.3%		(3 / 951)
		Gender	Female	1.2%		(121 / 9784)
			Male	0.6%		(64 / 10392)
		InstrSetting	Not Special Ed	1.0%		(183 / 17690)
			Special Ed	0.1%		(2 / 2486)
		Race	Black / Latinx	0.5%		(20 / 3982)
			White / Other	1.0%		(165 / 16194)
	15-16	All	All	0.6%		(120 / 19629)
		ELL	Not ELL	0.6%		(120 / 18813)
			ELL	0.0%		(0 / 816)
		Gender	Female	1.0%		(94 / 9579)
			Male	0.3%		(26 / 10050)
		InstrSetting	Not Special Ed	0.7%		(119 / 17215)
			Special Ed	0.0%		(1 / 2414)
		Race	Black / Latinx	0.1%		(3 / 3723)
			White / Other	0.7%		(117 / 15906)


































	Year	Group	Subgroup	%	Percent of students absent 10 percent or more of their membership days for Lexington One	Number of Students
Chronic Absences	21-22	All	All	25.3%		(7449 / 29484)
		ELL	Not ELL	25.2%		(6862 / 27195)
			ELL	25.6%		(587 / 2289)
		Gender	Female	25.1%		(3629 / 14469)
			Male	25.4%		(3820 / 15015)
		InstrSetting	Not Special Ed	24.0%		(5978 / 24952)
			Special Ed	32.5%		(1471 / 4532)
		Race	Black / Latinx	30.8%		(2482 / 8056)
			White / Other	23.2%		(4967 / 21428)
	20-21	All	All	23.2%		(6622 / 28549)
		ELL	Not ELL	22.9%		(6060 / 26428)
			ELL	26.5%		(562 / 2121)
		Gender	Female	22.5%		(3148 / 13961)
			Male	23.8%		(3474 / 14588)
		InstrSetting	Not Special Ed	21.9%		(5323 / 24324)
			Special Ed	30.7%		(1299 / 4225)
		Race	Black / Latinx	30.3%		(2384 / 7865)
			White / Other	20.5%		(4238 / 20684)
	19-20	All	All	13.5%		(3978 / 29505)
		ELL	Not ELL	13.4%		(3739 / 27994)
			ELL	15.8%		(239 / 1511)
		Gender	Female	14.0%		(2018 / 14410)
			Male	13.0%		(1960 / 15095)
		InstrSetting	Not Special Ed	12.6%		(3178 / 25160)
			Special Ed	18.4%		(800 / 4345)
		Race	Black / Latinx	14.6%		(1127 / 7728)
			White / Other	13.1%		(2851 / 21777)
	18-19	All	All	12.6%		(3560 / 28297)
		ELL	Not ELL	12.6%		(3375 / 26848)
			ELL	12.8%		(185 / 1449)
		Gender	Female	12.2%		(1670 / 13737)
			Male	13.0%		(1890 / 14560)
		InstrSetting	Not Special Ed	11.3%		(2747 / 24224)
			Special Ed	20.0%		(813 / 4073)
		Race	Black / Latinx	13.6%		(972 / 7170)
			White / Other	12.2%		(2588 / 21127)
	17-18	All	All	10.8%		(2915 / 27016)
		ELL	Not ELL	11.4%		(2963 / 25990)








































	Year	Group	Subgroup	%	Percent of students absent 10 percent or more of their membership days for Lexington One	Number of Students
Chronic Absences	17-18	ELL	ELL	10.3%		(145 / 1401)
		Gender	Female	10.6%		(1393 / 13168)
			Male	11.0%		(1522 / 13848)
		InstrSetting	Not Special Ed	8.9%		(2089 / 23551)
			Special Ed	15.5%		(543 / 3502)
		Race	Black / Latinx	11.5%		(754 / 6529)
			White / Other	10.5%		(2161 / 20487)
	16-17	All	All	10.3%		(2803 / 27254)
		ELL	Not ELL	10.3%		(2681 / 25952)
			ELL	9.4%		(122 / 1302)
		Gender	Female	10.2%		(1349 / 13196)
			Male	10.3%		(1454 / 14058)
		InstrSetting	Not Special Ed	9.4%		(2238 / 23747)
			Special Ed	16.1%		(565 / 3507)
		Race	Black / Latinx	11.7%		(639 / 5452)
			White / Other	9.9%		(2164 / 21802)
	15-16	All	All	7.9%		(2091 / 26627)
		ELL	Not ELL	7.9%		(1978 / 25107)
			ELL	7.0%		(87 / 1237)
		Gender	Female	7.9%		(1021 / 12860)
			Male	7.8%		(1070 / 13767)
		InstrSetting	Not Special Ed	7.1%		(1634 / 23036)
			Special Ed	12.7%		(457 / 3591)
		Race	Black / Latinx	8.0%		(408 / 5093)
			White / Other	7.8%		(1683 / 21534)
	14-15	All	All	7.4%		(1952 / 26354)
		ELL	Not ELL	7.4%		(1817 / 24668)
			ELL	7.6%		(89 / 1167)
		Gender	Female	7.5%		(948 / 12721)
			Male	7.4%		(1004 / 13633)
		InstrSetting	Not Special Ed	6.6%		(1495 / 22690)
			Special Ed	12.5%		(457 / 3664)
		Race	Black / Latinx	7.9%		(384 / 4870)
			White / Other	7.3%		(1568 / 21484)


































	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Lexington One	Number of Students
Referrals	21-22	All	All	24.1%		(7105 / 29470)
		ELL	Not ELL	24.6%		(6672 / 27173)
			ELL	18.9%		(433 / 2297)
		Gender	Female	18.1%		(2614 / 14463)
			Male	29.9%		(4491 / 15007)
		InstrSetting	Not Special Ed	23.5%		(5864 / 24951)
			Special Ed	27.5%		(1241 / 4519)
		Race	Black / Latinx	31.5%		(2200 / 6991)
			White / Other	21.8%		(4905 / 22479)
	20-21	All	All	11.6%		(3307 / 28538)
		ELL	Not ELL	11.9%		(3136 / 26398)
			ELL	8.0%		(171 / 2140)
		Gender	Female	7.9%		(1101 / 13957)
			Male	15.1%		(2206 / 14581)
		InstrSetting	Not Special Ed	10.9%		(2644 / 24324)
			Special Ed	15.7%		(663 / 4214)
		Race	Black / Latinx	14.0%		(888 / 6359)
			White / Other	10.9%		(2419 / 22179)
	19-20	All	All	19.9%		(5864 / 29505)
		ELL	Not ELL	20.4%		(5553 / 27264)
			ELL	13.9%		(311 / 2241)
		Gender	Female	14.0%		(2021 / 14410)
			Male	25.5%		(3843 / 15095)
		InstrSetting	Not Special Ed	19.1%		(4800 / 25160)
			Special Ed	24.5%		(1064 / 4345)
		Race	Black / Latinx	27.0%		(1708 / 6323)
			White / Other	17.9%		(4156 / 23182)
	18-19	All	All	24.8%		(7030 / 28297)
		ELL	Not ELL	25.3%		(6630 / 26253)
			ELL	19.6%		(400 / 2044)
		Gender	Female	17.1%		(2355 / 13737)
			Male	32.1%		(4675 / 14560)
		InstrSetting	Not Special Ed	23.9%		(5787 / 24224)
			Special Ed	30.5%		(1243 / 4073)
		Race	Black / Latinx	32.9%		(1942 / 5899)
			White / Other	22.7%		(5088 / 22398)
	17-18	All	All	25.0%		(6973 / 27890)
		ELL	Not ELL	25.5%		(6643 / 26049)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Lexington One	Number of Students
Referrals	17-18	ELL	ELL	17.9%		(330 / 1841)
		Gender	Female	17.4%		(2362 / 13581)
			Male	32.2%		(4611 / 14309)
		InstrSetting	Not Special Ed	23.8%		(5700 / 23986)
			Special Ed	32.6%		(1273 / 3904)
		Race	Black / Latinx	33.5%		(1887 / 5636)
			White / Other	22.9%		(5086 / 22254)
	16-17	All	All	23.9%		(6508 / 27264)
		ELL	Not ELL	24.1%		(6265 / 25962)
			ELL	18.7%		(243 / 1302)
		Gender	Female	16.3%		(2147 / 13201)
			Male	31.0%		(4361 / 14063)
		InstrSetting	Not Special Ed	22.8%		(5424 / 23757)
			Special Ed	30.9%		(1084 / 3507)
		Race	Black / Latinx	32.1%		(1741 / 5430)
			White / Other	21.8%		(4767 / 21834)
	15-16	All	All	22.7%		(6093 / 26881)
		ELL	Not ELL	22.9%		(5876 / 25616)
			ELL	17.2%		(217 / 1265)
		Gender	Female	15.4%		(2003 / 12977)
			Male	29.4%		(4090 / 13904)
		InstrSetting	Not Special Ed	21.7%		(5031 / 23229)
			Special Ed	29.1%		(1062 / 3652)
		Race	Black / Latinx	31.6%		(1636 / 5175)
			White / Other	20.5%		(4457 / 21706)
	14-15	All	All	23.5%		(6268 / 26636)
		ELL	Not ELL	23.8%		(6056 / 25430)
			ELL	17.6%		(212 / 1206)
		Gender	Female	16.8%		(2158 / 12864)
			Male	29.8%		(4110 / 13772)
		InstrSetting	Not Special Ed	22.6%		(5172 / 22901)
			Special Ed	29.3%		(1096 / 3735)
		Race	Black / Latinx	31.2%		(1540 / 4943)
			White / Other	21.8%		(4728 / 21693)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Lexington One	Number of Students
In School Suspensions	21-22	All	All	10.7%		(3148 / 29470)
		ELL	Not ELL	10.8%		(2938 / 27173)
			ELL	9.1%		(210 / 2297)
		Gender	Female	7.8%		(1126 / 14463)
			Male	13.5%		(2022 / 15007)
		InstrSetting	Not Special Ed	10.2%		(2548 / 24951)
			Special Ed	13.3%		(600 / 4519)
		Race	Black / Latinx	16.1%		(1129 / 6991)
			White / Other	9.0%		(2019 / 22479)
	20-21	All	All	3.7%		(1056 / 28538)
		ELL	Not ELL	3.8%		(994 / 26398)
			ELL	2.9%		(62 / 2140)
		Gender	Female	2.6%		(356 / 13957)
			Male	4.8%		(700 / 14581)
		InstrSetting	Not Special Ed	3.3%		(812 / 24324)
			Special Ed	5.8%		(244 / 4214)
		Race	Black / Latinx	5.3%		(336 / 6359)
			White / Other	3.2%		(720 / 22179)
	19-20	All	All	6.4%		(1902 / 29505)
		ELL	Not ELL	6.6%		(1791 / 27264)
			ELL	5.0%		(111 / 2241)
		Gender	Female	3.7%		(540 / 14410)
			Male	9.0%		(1362 / 15095)
		InstrSetting	Not Special Ed	5.9%		(1478 / 25160)
			Special Ed	9.8%		(424 / 4345)
		Race	Black / Latinx	10.6%		(673 / 6323)
			White / Other	5.3%		(1229 / 23182)
	18-19	All	All	8.9%		(2519 / 28297)
		ELL	Not ELL	9.1%		(2386 / 26253)
			ELL	6.5%		(133 / 2044)
		Gender	Female	5.1%		(696 / 13737)
			Male	12.5%		(1823 / 14560)
		InstrSetting	Not Special Ed	8.2%		(1988 / 24224)
			Special Ed	13.0%		(531 / 4073)
		Race	Black / Latinx	13.9%		(821 / 5899)
			White / Other	7.6%		(1698 / 22398)
	17-18	All	All	9.7%		(2716 / 27890)
		ELL	Not ELL	10.0%		(2600 / 26049)
			ELL	6.3%		(116 / 1841)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Lexington One	Number of Students
In School Suspensions	17-18	Gender	Female	5.7%		(779 / 13581)
			Male	13.5%		(1937 / 14309)
		InstrSetting	Not Special Ed	8.9%		(2125 / 23986)
			Special Ed	15.1%		(591 / 3904)
		Race	Black / Latinx	15.0%		(843 / 5636)
			White / Other	8.4%		(1873 / 22254)
	16-17	All	All	9.6%		(2626 / 27264)
		ELL	Not ELL	9.7%		(2520 / 25962)
			ELL	8.1%		(106 / 1302)
		Gender	Female	5.7%		(753 / 13201)
			Male	13.3%		(1873 / 14063)
		InstrSetting	Not Special Ed	8.9%		(2124 / 23757)
			Special Ed	14.3%		(502 / 3507)
		Race	Black / Latinx	15.5%		(841 / 5430)
			White / Other	8.2%		(1785 / 21834)
	15-16	All	All	9.5%		(2552 / 26881)
		ELL	Not ELL	9.6%		(2458 / 25616)
			ELL	7.4%		(94 / 1265)
		Gender	Female	5.5%		(716 / 12977)
			Male	13.2%		(1836 / 13904)
		InstrSetting	Not Special Ed	8.9%		(2062 / 23229)
			Special Ed	13.4%		(490 / 3652)
		Race	Black / Latinx	14.6%		(755 / 5175)
			White / Other	8.3%		(1797 / 21706)
	14-15	All	All	9.4%		(2514 / 26636)
		ELL	Not ELL	9.5%		(2425 / 25430)
			ELL	7.4%		(89 / 1206)
		Gender	Female	5.8%		(744 / 12864)
			Male	12.9%		(1770 / 13772)
		InstrSetting	Not Special Ed	8.8%		(2018 / 22901)
			Special Ed	13.3%		(496 / 3735)
		Race	Black / Latinx	14.7%		(728 / 4943)
			White / Other	8.2%		(1786 / 21693)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Lexington One	Number of Students
Out of School Suspensions	21-22	All	All	5.9%		(1745 / 29470)
		ELL	Not ELL	6.1%		(1658 / 27173)
			ELL	3.8%		(87 / 2297)
		Gender	Female	3.6%		(516 / 14463)
			Male	8.2%		(1229 / 15007)
		InstrSetting	Not Special Ed	5.2%		(1288 / 24951)
			Special Ed	10.1%		(457 / 4519)
		Race	Black / Latinx	8.9%		(625 / 6991)
			White / Other	5.0%		(1120 / 22479)
	20-21	All	All	1.9%		(538 / 28538)
		ELL	Not ELL	1.9%		(513 / 26398)
			ELL	1.2%		(25 / 2140)
		Gender	Female	1.0%		(133 / 13957)
			Male	2.8%		(405 / 14581)
		InstrSetting	Not Special Ed	1.5%		(363 / 24324)
			Special Ed	4.2%		(175 / 4214)
		Race	Black / Latinx	2.7%		(172 / 6359)
			White / Other	1.7%		(366 / 22179)
	19-20	All	All	4.1%		(1207 / 29505)
		ELL	Not ELL	4.2%		(1158 / 27264)
			ELL	2.2%		(49 / 2241)
		Gender	Female	2.1%		(304 / 14410)
			Male	6.0%		(903 / 15095)
		InstrSetting	Not Special Ed	3.5%		(871 / 25160)
			Special Ed	7.7%		(336 / 4345)
		Race	Black / Latinx	6.0%		(378 / 6323)
			White / Other	3.6%		(829 / 23182)
	18-19	All	All	6.1%		(1735 / 28297)
		ELL	Not ELL	6.3%		(1661 / 26253)
			ELL	3.6%		(74 / 2044)
		Gender	Female	2.9%		(400 / 13737)
			Male	9.2%		(1335 / 14560)
		InstrSetting	Not Special Ed	5.3%		(1284 / 24224)
			Special Ed	11.1%		(451 / 4073)
		Race	Black / Latinx	9.1%		(535 / 5899)
			White / Other	5.4%		(1200 / 22398)
	17-18	All	All	6.2%		(1731 / 27890)
		ELL	Not ELL	6.4%		(1669 / 26049)
			ELL	3.4%		(62 / 1841)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Lexington One	Number of Students
Out of School Suspensions	17-18	Gender	Female	2.9%		(388 / 13581)
			Male	9.4%		(1343 / 14309)
		InstrSetting	Not Special Ed	5.2%		(1259 / 23986)
			Special Ed	12.1%		(472 / 3904)
		Race	Black / Latinx	9.6%		(540 / 5636)
			White / Other	5.4%		(1191 / 22254)
	16-17	All	All	5.6%		(1518 / 27264)
		ELL	Not ELL	5.6%		(1464 / 25962)
			ELL	4.1%		(54 / 1302)
		Gender	Female	2.6%		(338 / 13201)
			Male	8.4%		(1180 / 14063)
		InstrSetting	Not Special Ed	4.9%		(1154 / 23757)
			Special Ed	10.4%		(364 / 3507)
		Race	Black / Latinx	9.4%		(508 / 5430)
			White / Other	4.6%		(1010 / 21834)
	15-16	All	All	5.4%		(1458 / 26881)
		ELL	Not ELL	5.5%		(1407 / 25616)
			ELL	4.0%		(51 / 1265)
		Gender	Female	2.6%		(336 / 12977)
			Male	8.1%		(1122 / 13904)
		InstrSetting	Not Special Ed	4.7%		(1090 / 23229)
			Special Ed	10.1%		(368 / 3652)
		Race	Black / Latinx	8.8%		(454 / 5175)
			White / Other	4.6%		(1004 / 21706)
	14-15	All	All	5.5%		(1456 / 26636)
		ELL	Not ELL	5.6%		(1423 / 25430)
			ELL	2.7%		(33 / 1206)
		Gender	Female	2.7%		(352 / 12864)
			Male	8.0%		(1104 / 13772)
		InstrSetting	Not Special Ed	4.7%		(1077 / 22901)
			Special Ed	10.1%		(379 / 3735)
		Race	Black / Latinx	9.2%		(457 / 4943)
			White / Other	4.6%		(999 / 21693)

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			1661	86.6%		
	18-19			1767	85.0%		
	21-22						
My non-instructional duties do not interfere with my essential role of educating students.	21-22						
	20-21			1661	87.5%		
	18-19			1767	81.3%		
I have access to reliable communication technology, including phone, fax, and e-mail.	21-22			1838	90.4%		
	20-21			1661	99.5%		
	18-19			1766	98.7%		
I feel supported by administrators at my school.	21-22			1832	97.6%		
	20-21			1661	91.8%		
	18-19			1766	90.1%		
The faculty and staff at my school have a shared vision.	21-22			1838	90.4%		
	20-21			1660	92.8%		
	18-19			1767	91.1%		
I am familiar with local, state, and national policies and how they affect teaching and learning.	21-22			1827	85.3%		
	20-21			1660	98.1%		
	18-19			1767	98.0%		
Local, state, or national policies assist me in meeting the educational needs of my students.	21-22			1848	85.0%		
	20-21			1659	84.6%		
	18-19			1767	78.6%		
The school leadership makes a sustained effort to address teacher concerns.	21-22			1826	94.8%		
	20-21			1660	89.4%		
	18-19			1767	87.7%		
My decisions in areas such as instruction and student progress are supported.	21-22			1848	85.0%		
	20-21			1661	95.1%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
My decisions in areas such as instruction and student learning are effective.	18-19			1767	93.0%		
Teachers at my school are encouraged to develop innovative solutions to problems.	21-22			1826	94.8%		
	20-21			1660	95.5%		
	18-19			1767	93.9%		
I feel comfortable raising issues and concerns that are important to me.	21-22			1848	85.0%		
	20-21			1662	87.4%		
	18-19			1766	86.4%		
Sufficient resources are available to allow teachers to take advantage of professional development activities.	21-22			1846	91.1%		
	20-21			1661	93.9%		
	18-19			1765	92.1%		
My class sizes allow me to meet the educational needs of my students.	21-22			1825	80.2%		
	20-21			1662	77.2%		
	18-19			1767	71.1%		
I AM SATISFIED WITH MY CURRENT WORKING CONDITIONS.	21-22			1846	91.1%		
	20-21			1662	93.3%		
	18-19			1767	90.0%		

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	16190	93.0%			973	83.2%
	20-21	4250	85.3%	1662	90.0%	5696	69.6%
	18-19	5861	84.4%	1767	88.3%	2068	74.1%
My parent knows what I am expected to learn in school.	21-22	16667	89.4%			1200	76.7%
	20-21	4278	83.9%			5703	74.5%
	18-19	5868	83.7%			2053	77.8%
My parent knows how well I am doing in school.	21-22	16832	95.3%				
	20-21	4278	93.3%				
	18-19	5867	92.9%				
My school informs parents about school programs and activities.	21-22	16594	91.8%	1832	96.1%		
	20-21	4272	89.7%	1660	97.0%		
	18-19	5865	88.2%	1766	96.2%		
Parents at my school know their children's homework assignments.	21-22	15568	73.0%	1825	81.1%		
	20-21	4242	68.7%	1662	84.6%		
	18-19	5863	64.9%	1767	86.1%		
My parent helps me with my homework when I need it.	21-22	15956	82.9%				
	20-21	4254	80.2%				
	18-19	5866	77.6%				
Parents are welcomed at my school.	21-22	16142	93.0%				
	20-21	4250	87.7%				
	18-19	5866	93.0%				
Parents volunteer and participate in activities at my school.	21-22	15689	77.7%	1595	72.7%		
	20-21	4240	71.7%	1661	52.2%		
	18-19	5865	80.6%	1767	70.8%		
My child's teachers contact me to say good things about my child.	21-22					1183	64.5%
	20-21					5714	83.3%
	18-19					2076	60.5%
My child's teachers tell me how I can help my child learn.	21-22					1165	69.0%
	20-21					5556	58.0%
	18-19					2072	64.5%

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					1183	90.5%
	20-21					5632	63.0%
	18-19					2047	47.9%
My child's school returns my phone calls or e-mails promptly.	21-22					1170	88.1%
	20-21					5658	82.5%
	18-19					2060	85.5%
Parents are involved in school decisions.	21-22			1846	88.6%		
	20-21			1661	85.1%	5689	84.8%
	18-19			1766	87.3%	2036	74.5%
My child's school considers changes based on what parents say.	21-22					1119	87.5%
	20-21					5699	50.5%
	18-19					2037	59.7%
My child's school schedules activities at times that I can attend.	21-22					1119	87.5%
	20-21					5699	70.3%
	18-19					2070	82.6%
My child's school treats all students fairly.	21-22					1139	97.5%
	20-21					5709	89.5%
	18-19					2061	73.3%
The principal at my child's school is available and welcoming.	21-22					1158	93.0%
	20-21					5706	80.7%
	18-19					2062	83.5%
Parents at my school are aware of school policies.	21-22			1815	90.5%		
	20-21			1661	94.0%		
	18-19			1767	94.7%		
Parents at my school understand the school's instructional programs.	21-22			1805	87.7%		
	20-21			1661	90.1%		
	18-19			1767	90.9%		
Parents at my school support instructional decisions regarding their children.	21-22			1801	89.7%		
	20-21			1662	92.5%		
	18-19			1766	90.8%		
Parents attend conferences requested by teachers at my school.	21-22			1793	88.6%		

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			1662	90.0%		
	18-19			1766	89.6%		
Parents at my school cooperate regarding discipline problems.	21-22			1776	84.6%		
	20-21			1662	89.8%		
	18-19			1767	87.5%		
Parents attend school meetings and other school events.	21-22			1771	86.2%		
	20-21			1662	83.2%		
	18-19			1765	86.9%		

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	16393	86.7%	1843	90.2%	1228	86.3%
	20-21	4314	84.6%	1661	93.1%	5709	69.2%
	18-19	5878	80.2%	1766	91.4%	2069	88.0%
My classes are challenging (not too easy; they make me think).	21-22	16814	80.5%	1851	97.7%	1229	91.1%
	20-21	4325	77.2%	1662	98.0%	5714	90.5%
	18-19	5889	78.6%	1767	97.1%	2078	92.5%
My teachers want me to understand what I am learning, not just remember facts.	21-22	16862	90.1%	1835	98.0%		
	20-21	4327	87.0%	1660	98.1%		
	18-19	5886	87.1%	1767	97.6%		
My teachers expect students to learn.	21-22	17014	97.2%	1854	97.3%	1221	93.7%
	20-21	4325	96.2%	1662	97.7%	5715	90.2%
	18-19	5886	95.1%	1767	97.3%	2071	92.7%
My teachers expect students to behave.	21-22	17023	97.2%				
	20-21	4316	96.2%				
	18-19	5884	95.7%				
My teachers spend enough time helping me learn.	21-22	16795	88.8%	1840	93.6%		
	20-21	4326	85.9%	1660	95.5%		
	18-19	5887	82.2%	1767	92.6%		
My teachers help students when they do not understand something.	21-22	16976	93.1%	1833	92.9%	1181	86.1%
	20-21	4327	91.5%	1662	94.0%	5714	81.4%
	18-19	5886	88.4%	1766	95.0%	2067	83.2%
My teachers do a good job teaching me mathematics.	21-22	16832	90.0%				
	20-21	4325	87.6%				
	18-19	5884	83.9%				
My teachers do a good job teaching me English language arts.	21-22	16796	94.2%				
	20-21	4325	92.5%				
	18-19	5879	86.6%				
My teachers give tests on what I learn in class.	21-22	17013	96.1%				
	20-21	4325	95.1%				
	18-19	5885	94.2%				

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	15698	72.3%			1101	82.5%
	20-21	4286	67.0%			5708	80.3%
	18-19	5877	72.5%			2072	84.0%
My classes are interesting and fun.	21-22	16670	73.7%				
	20-21	4318	68.5%				
	18-19	5879	64.7%				
Students at my school believe they can do good work.	21-22	15935	78.5%				
	20-21	4308	75.7%				
	18-19	5874	70.5%				
My teachers praise students when they do good work.	21-22	16355	80.2%				
	20-21	4314	75.4%				
	18-19	5877	74.5%				
Work done by students can be seen on the walls of my school.	21-22	16516	86.8%				
	20-21	4302	80.7%				
	18-19	5879	84.9%				
The textbooks and workbooks I use at my school really help me to learn.	21-22	15980	68.1%				
	20-21	4312	63.2%				
	18-19	5878	60.8%				
The media center at my school has a good selection of books.	21-22	15866	90.1%	1814	98.8%		
	20-21	4279	85.2%	1662	97.9%		
	18-19	5867	80.5%	1766	95.4%		
I use computers and other technology at my school to help me learn.	21-22	16924	96.3%	1845	96.4%		
	20-21	4311	95.0%	1662	97.7%		
	18-19	5877	92.0%	1766	90.4%		
Teachers at my school effectively implement the State Curriculum Standards.	21-22			1840	99.1%		
	20-21			1662	99.2%		
	18-19			1765	98.4%		
Student assessment information is effectively used by teachers to plan instruction.	21-22			1828	94.9%		
	20-21			1661	96.6%		
	18-19			1766	95.9%		
My school offers effective programs for students with disabilities.	21-22			1813	95.8%		

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			1662	95.8%		
	18-19			1767	95.8%		
Instructional strategies are used to meet the needs of academically gifted students.	21-22			1801	94.8%		
	20-21			1662	95.3%		
	18-19			1767	94.5%		
The level of teacher and staff morale is high at my school.	21-22			1844	72.5%		
	20-21			1659	81.3%		
	18-19			1766	81.0%		
Teachers respect each other at my school.	21-22			1851	94.1%		
	20-21			1660	95.2%		
	18-19			1766	94.7%		
Teachers at my school are recognized and appreciated for good work.	21-22			1844	86.8%		
	20-21			1659	90.2%		
	18-19			1766	89.2%		
Students at my school are motivated and interested in learning.	21-22			1848	79.5%		
	20-21			1660	87.0%		
	18-19			1765	87.0%		
There are sufficient materials and supplies available for classroom and instructional use.	21-22			1852	96.3%		
	20-21			1660	96.9%		
	18-19			1766	92.9%		
Our school has sufficient computers for instructional use.	21-22			1850	99.0%		
	20-21			1662	99.1%		
	18-19			1766	88.4%		
There are relevant professional development opportunities offered to teachers at my school.	21-22			1835	90.3%		
	20-21			1661	92.5%		
	18-19			1766	92.2%		
The school administration communicates clear instructional goals for the school.	21-22			1847	89.3%		
	20-21			1659	93.1%		
	18-19			1766	92.4%		
The school administration sets high standards for students.	21-22			1849	85.8%		
	20-21			1660	91.7%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
The school administration sets high standards for c	18-19			1766	91.4%		
The school administration has high expectations for teacher performance.	21-22			1854	94.7%		
	20-21			1659	96.9%		
	18-19			1765	96.5%		
The school administration provides effective instructional leadership.	21-22			1839	89.0%		
	20-21			1660	91.9%		
	18-19			1766	89.7%		
Student assessment information is used to set goals and plan programs for my school.	21-22			1798	95.3%		
	20-21			1659	95.1%		
	18-19			1765	95.2%		
Teacher evaluation at my school focuses on instructional improvement.	21-22			1804	95.9%		
	20-21			1661	94.9%		
	18-19			1766	94.2%		
School administrators visit classrooms to observe instruction.	21-22			1827	87.6%		
	20-21			1660	92.3%		
	18-19			1766	89.9%		
The school administration arranges for collaborative planning and decision making.	21-22			1842	91.0%		
	20-21			1660	92.2%		
	18-19			1766	92.2%		

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	16269	86.4%	1840	90.0%	1165	87.3%
	20-21	4288	86.6%	1662	94.9%	2208	71.0%
	18-19	5883	84.0%	1767	93.0%	2075	85.7%
The grounds around my school are kept clean.	21-22	16719	85.5%	1858	93.6%		
	20-21	4280	88.3%	1660	97.2%		
	18-19	5884	86.0%	1766	96.9%		
The hallways at my school are kept clean.	21-22	16847	90.7%	1857	94.1%	1139	97.5%
	20-21	4281	93.5%	1660	97.8%	5703	80.5%
	18-19	5883	90.4%	1767	96.9%	2084	92.6%
The bathrooms at my school are kept clean.	21-22	16611	63.7%	1850	92.0%		
	20-21	4277	71.8%	1659	96.3%		
	18-19	5883	68.3%	1766	94.7%		
Broken things at my school get fixed.	21-22	16258	84.6%	1856	93.5%		
	20-21	4270	88.1%	1660	96.3%		
	18-19	5883	83.8%	1766	93.7%		
There is enough room for students to learn at my school.	21-22	16713	93.2%	1850	88.2%		
	20-21	4287	91.5%	1660	91.9%		
	18-19	5885	87.4%	1766	88.5%		
Students at my school behave well in class.	21-22	16379	64.7%	1844	84.9%		
	20-21	4297	68.0%	1661	94.4%	5699	91.2%
	18-19	5886	60.6%	1766	87.5%	2072	68.7%
Students at my school behave well in the hallways, in the lunchroom, and on school grounds.	21-22	16207	58.1%	1844	84.9%		
	20-21	4284	66.4%	1662	90.9%		
	18-19	5884	55.3%	1767	83.4%		
Students at my school know the rules and what happens when students break the rules.	21-22	16560	87.8%	1848	69.5%		
	20-21	4295	88.0%	1662	83.2%		
	18-19	5885	85.8%	1767	81.2%		
The rules about how students should behave in my school are fair.	21-22	16457	85.4%	1831	89.1%		
	20-21	4297	84.5%	1662	93.5%		
	18-19	5885	79.7%	1767	89.6%		

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	16162	89.4%	1843	68.4%		
	20-21	4276	89.2%	1660	85.7%		
	18-19	5878	90.4%	1766	78.2%		
I feel safe at my school before and after school hours.	21-22	16389	90.3%	1854	98.1%		
	20-21	4289	90.6%	1660	99.0%		
	18-19	5875	87.9%	1765	96.9%		
I feel safe at my school during the school day.	21-22	16606	89.5%	1854	97.4%	1181	89.9%
	20-21	4289	91.3%	1661	99.0%	5703	57.0%
	18-19	5883	89.2%	1767	97.4%	2073	89.9%
I feel safe going to or coming from my school.	21-22	16599	93.6%	1855	99.1%		
	20-21	4284	92.6%	1661	99.6%		
	18-19	5883	91.2%	1767	98.4%		
Students from different backgrounds get along well at my school.	21-22	16190	84.4%	1838	92.4%		
	20-21	4288	85.0%	1661	96.5%		
	18-19	5880	80.9%	1767	94.7%		
Teachers and students get along well with each other at my school.	21-22	16538	88.0%	1847	96.9%		
	20-21	4295	87.8%	1661	98.4%		
	18-19	5883	82.3%	1767	96.3%		
Teachers work together to help students at my school.	21-22	16446	92.0%	1833	94.6%		
	20-21	4285	90.4%	1662	96.4%		
	18-19	5880	87.4%	1765	94.9%		
**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	15911	49.5%	1810	12.0%		
	20-21	4288	42.6%	1659	9.4%		
	18-19	5879	52.3%	1767	11.5%		
**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	16263	28.3%				
	20-21	4291	24.5%				
	18-19	5879	29.3%				
**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	16393	11.4%	1800	12.8%		
	20-21	4290	10.2%	1660	7.6%		
	18-19	5878	12.9%	1767	13.2%		

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	16188	16.9%				
	20-21	4285	12.9%				
	18-19	5879	16.5%				
**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	16225	16.1%				
	20-21	4290	13.6%				
	18-19	5878	17.2%				
Adults at my school prevent bullying from happening.	21-22	16002	75.3%	1839	89.8%	1013	78.0%
	20-21	4291	74.8%	1660	94.6%	5701	51.4%
	18-19	5878	69.7%	1767	93.0%	2071	68.6%
I can always go to adults at my school if I am being bullied.	21-22	16113	82.4%				
	20-21	4297	79.8%				
	18-19	5880	76.0%				
An adult at my school has talked to me about bullying.	21-22	16082	71.8%				
	20-21	4293	73.8%				
	18-19	5880	72.8%				
My child's teachers care about my child as an individual.	21-22					898	82.9%
	20-21					5710	85.9%
	18-19					2084	86.3%
My child's school has an anti-bullying program to prevent or deal with bullying.	21-22					898	82.9%
	20-21					5707	81.7%
	18-19					2065	60.3%
The IGP conference was beneficial to my child as he/she prepares to be promoted to the next grade level.	21-22						
	20-21					2211	74.0%
	18-19					1771	65.7%
During the IGP conference, the counselors discussed my child's academic progress and his/her career goals.	21-22						
	20-21					2207	76.4%
	18-19					1758	66.6%
I recommend that all parents/guardians attend IGP conferences with their children.	21-22						
	20-21					1334	55.6%
	18-19					1754	68.1%

Executive Summary of Needs Assessment Data Findings

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:

<https://screportcards.com/overview/?q=eT0yMDIyJnQ9RCZzaWQ9MzIwMTAwMA>

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

Student Achievement	
Elementary/Middle School (3 - 8)	
1.	<p>Lexington District One continues to make progress in academic recovery following the pandemic. At the elementary level, the latest text level measures for grades 1–3 range from 67% meeting or exceeding grade level standard (Grade 1) to 76% meeting or exceeding grade level standard (Grade 3). On the ELA portion of SC READY, about 29% of students moved up at least one achievement level and 20% of students who scored “Exceeds” in 20-21 maintained that level. In math, 25% of students increased their achievement level, but only 16% of “Exceeds” students maintained that level. At the elementary level, growth for students at higher levels of achievement in both ELA and math is an area of challenge. Achievement continues to decline as students increase in grades, which suggests a need for continued intervention with students who are struggling.</p> <p>At the middle level, in ELA about 22% of students increased their achievement level while only 14 percent of “Exceeds” students maintained that level. These math results showed that only 18% of students improved their achievement level and only 11% of students exceeding the standard in 20-21 maintained that level. Middle school mathematics continues to be an area of challenge for the district.</p> <p>Consequently, and in accordance with our academic recovery plan, the focus for the year has been on growth at both the elementary and middle levels, but with increased emphasis on the middle grades. The district transitioned to the i-Ready interim assessment system in grades K-8 and is currently utilizing the growth and achievement data from that system to make instructional changes at the classroom and student levels.</p> <p>Subgroup achievement at all levels still indicates relatively lower achievement by Black students and students in poverty in both ELA and Mathematics.</p>
High School (9 - 12)	
2.	<p>As with Elementary and Middle Schools, our High Schools were significantly impacted by the pandemic. Our on-time graduation rate decreased again slightly to about 88.2%. Graduates attending 2- or 4-year colleges, military, or obtaining industry certification increased by about 4 points from the previous year. The percentage of students meeting English/Critical Reading and Math College and Career Ready Benchmarks on SAT or ACT OR scoring “Silver” or higher on the career readiness assessment decreased substantially from the previous year. Also, the percentage of students on track to graduate in four years is slightly down. Therefore, areas of focus for</p>

	the district are college and career readiness and providing opportunities for students to recover credits in order to be on track to graduate on time. Scores from the previous year and our most recent Fall EOCEP scores indicate that English achievement is a strength, but focus needs to be on Algebra and Biology. However, it bears noting that 2021-22 pass rates on Algebra, Biology and U.S. History end-of-course exams all increased over the 2020-21 school year. Rigorous course enrollment is down slightly (-0.5%) but the pass rate on AP exams appears to be rebounding and is up over 4 percentage points. Further enhancement of our rigorous coursework offerings continues to be a goal.
Teacher/Administrator Quality	
3.	Responses to the climate survey questions of “Sufficient resources are available to allow teachers to take advantage of professional development activities” and “Teachers at my school are encouraged to develop innovative solutions to problems” both indicated decreased satisfaction in those areas, and neither reached our established interim goals. The item of "I am satisfied with home/school relations at my school" showed a substantial increase in satisfaction. Report card data from the 2022 report card also shows some indicators of a teacher retention issue. The 3-year district average of teachers returning from the previous year is down almost a full percentage point with the one-year change being a decrease of almost 3 points. The increase of 51 total teachers, then suggests a growing population of new or new-to-district teachers.
School Climate	
4.	The 2021–2022 climate survey showed improving satisfaction for students and parents in the areas of Learning Environment, Social and Physical Environment, and Home-School Relations. Teachers showed increased satisfaction in both the Learning Environment and the Social/Physical Environment. The district continues to strive to improve parent and community engagement in the education process.
Gifted and Talented	
5.	Representation of minority students enrolled in rigorous coursework decreased slightly at the elementary and high school levels. However, that representation increased in the middle grades. At high schools, rigorous course enrollment is down slightly, as did the representation of minority students in those high school rigorous courses. AP and IB pass rates increased by 4.5 points but did not reach interim benchmarks. SC READY scores indicate that at the elementary levels, the percentage of students scoring Exceeds on SC READY was up substantially in both ELA and Math, and ELA scores exceeded the interim benchmark by more than 3 points. In the middle grades, that increase percentage is only slightly higher than the previous year in both ELA and math.

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	South Carolina State Department of Education Required Goal Categories
<ul style="list-style-type: none">• Literacy and Numeracy• High Impact Teaching and Learning• Leadership Development• Opportunity and Access	<ul style="list-style-type: none">• 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
Elementary	% of students meeting or exceeding standard on end-of-year text levels will increase annually by 2 points.	Grades K-2	72.8%	74.8%	76.8%	77.9%	79.9%	81.9%
			(Actual)	73.5%	68.6%	63.4%	66.2%	
	% of students meeting or exceeding standard on SC READY ELA will increase annually by 2 points.	Grades 3-5	54.5%	56.4%	58.4%	56.7%	58.7%	60.7%
			(Actual)	56.0%		47.3%	54.9%	
	% of students meeting or exceeding standard on SC READY Math will increase annually by 2 points.	Grades 3-5	60.4%	62.3%	64.3%	66.3%	68.3%	70.3%
			(Actual)	60.3%		46.5%	52.4%	
	% of students in Tier 2 or Tier 3 interventions for math and/or reading will decrease annually by 1 point.	Grades K-5	11.1%	10.1%	9.1%	8.1%	7.1%	6.1%
			(Actual)	12.6%	18.1%	18.8%	16.7%	
Middle	% of students meeting or exceeding standard on SC READY ELA will increase annually by 2 points.	Grades 6-8	44.2%	46.1%	48.1%	52.0%	54.0%	56.0%
			(Actual)	49.4%		47.5%	50.1%	
	% of students meeting or exceeding standard on SC READY Math will increase annually by 2 points.	Grades 6-8	42.7%	44.6%	46.6%	49.6%	51.6%	53.6%
			(Actual)	44.3%		35.9%	35.8%	
	% of students in Tier 2 or Tier 3 interventions for math and/or reading will decrease annually by 0.5 points.	Grade 8	7.7%	7.1%	6.6%	6.1%	5.6%	5.1%
			(Actual)	5.6%	8.0%	7.3%	8.0%	
High	% of students on-track for having enough credits to graduate on time will be 95% at the end of grade 9.	Grade 9	91.4%	95.0%	95.0%	95.0%	95.0%	95.0%
			(Actual)	92.8%	95.3%	91.4%	91.0%	
	% of students on-track for having enough credits to graduate on time will be 95% at the end of grade 10.	Grade 10	92.3%	95.0%	95.0%	95.0%	95.0%	95.0%
			(Actual)	91.8%	94.7%	92.7%	90.8%	
	% of students on-track for having enough credits to graduate on time will be 98% at the end of grade 11.	Grade 11	92.6%	98.0%	98.0%	98.0%	98.0%	98.0%
			(Actual)	93.0%	93.4%	94.1%	92.7%	
	% of students meeting English/Critical Reading and Math College and Career Ready Benchmarks on SAT or ACT OR scoring "Silver" or higher on	Grade 11	78.5%	80.5%	82.5%	81.8%	83.8%	85.8%
			(Actual)	80.4%		81.4%	68.6%	

WIN Work Readiness Assessment will increase annually by 2 points.							
% of graduates with professional certifications will increase annually by 1 point.	Grade 12	1.1%	2.1%	3.1%	4.1%	5.1%	6.1%
		(Actual)	1.9%	1.4%	1.0%	2.2%	
% of seniors graduating on time will reach 95% by 2021	Grade 12	90.2%	91.4%	93.2%	95.0%	95.0%	95.0%
		(Actual)	89.6%	90.7%	90.0%		
% 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	85.8%	87.1%	88.6%	90.0%	90.0%	90.0%
		(Actual)	90.2%	88.9%	82.4%	86.1%	

Action Plan for Performance Goal 1:					Evaluation
1. Regular analysis of multiple data sources informs a tiered system of supports for schools, leading to appropriate supports for all students.	May 2018 - June 2019	Director of Accountability, Elementary Director, Secondary Director	None	n/a	Tiered system of support matrix
2. Support schools with the identification and implementation of a research-based instructional model in mathematics and language arts that increases student success in literacy and numeracy.	May 2018 - June 2019	ELA Coordinator, Math Coordinator, ELA and Math Leadership Teams	None	n/a	Professional learning 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	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	Student 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	Chief Academic Officer, Employee Development Facilitator	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
Elementary	Gifted enrollment equity indices for minority groups will increase by 0.03 annually.	Grades 3-5	0.458	0.488	0.518	0.573	0.603	0.632
			(Actual)	0.381	0.400	0.432	0.338	
Middle	Accelerated/honors course enrollment equity indices for minority groups will increase by 0.03 annually.	Grades 6-8	0.533	0.562	0.592	0.622	0.652	0.682
			(Actual)	0.565	0.573	0.579	0.597	
High	Rigorous course enrollment will increase by 2 points annually		53.0%	54.9%	56.9%	60.6%	62.6%	64.6%
			(Actual)	55.3%	56.6%	55.4%	54.9%	
	Rigorous course enrollment equity indices for minority groups will increase by 0.03 annually.	Grades 9-12	0.683	0.713	0.743	0.775	0.805	0.835
			(Actual)	0.711	0.745	0.753	0.725	

Action Plan for Performance Goal 2:					Evaluation
1. Regular analysis of multiple data sources informs a tiered system of supports for schools, leading to appropriate supports for all students.	May 2018 - June 2019	Director of Accountability, Elementary Director, Secondary Director	None	n/a	Tiered system of support matrix
2. Increase school 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	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	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	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
Elementary	% scoring Exceeds on SC READY ELA subject test will increase by 1 point annually	Grades 3-5	22.2%	23.2%	24.2%	25.2%	26.2%	27.2%
			(Actual)	27.5%		22.1%	29.3%	
	% scoring Exceeds on SC READY Math subject test will increase by 1 point annually	Grades 3-5	31.3%	32.2%	33.2%	34.2%	35.2%	36.2%
			(Actual)	30.8%		21.0%	25.7%	
	% scoring Exceeds on SCPASS Science subject test will increase by 1 point annually	Grades 4-5	23.7%	24.6%	25.6%	26.6%	27.6%	28.6%
			(Actual)	25.3%		18.8%	21.3%	
	% scoring Exceeds on SCPASS Social Studies subject test will increase by 1 point annually	Grades 4-5	40.4%	41.3%	42.3%	40.9%	41.9%	42.8%
			(Actual)	36.9%				
Middle	% scoring Exceeds on SC READY ELA subject test will increase by 1.5 points annually	Grades 6-8	17.0%	18.4%	19.9%	19.9%	21.4%	22.9%
			(Actual)	18.7%		19.8%	20.1%	
	% scoring Exceeds on SC READY Math subject test will increase by 1.5 points annually	Grades 6-8	20.2%	21.6%	23.1%	25.2%	26.7%	28.2%
			(Actual)	20.6%		14.4%	15.9%	
	% scoring Exceeds on SCPASS Science subject test will increase by 1.5 points annually	Grades 6-8	26.6%	28.1%	29.6%	31.1%	32.6%	34.1%
			(Actual)	27.9%		19.5%	25.0%	
	% scoring Exceeds on SCPASS Social Studies subject test will increase by 1.5 points annually	Grades 6-8	42.6%	44.1%	45.6%	47.1%	48.6%	50.1%
			(Actual)	37.2%				
High	Pass rate on AP and IB exams will increase by 1 point annually.	Grades 9-12	65.0%	65.9%	66.9%	70.1%	71.1%	72.0%
			(Actual)	63.3%	64.4%	56.1%	60.6%	

Action Plan for Performance Goal 3:					Evaluation
1. Regular analysis of multiple data sources informs a tiered system of supports for schools, leading to appropriate supports for all students.	May 2018 - June 2019	Director of Accountability, Elementary Director, Secondary Director	None	n/a	Tiered system of support matrix
2. Increase school 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	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 – June 2019	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	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
Elementary	% of students chronically absent will decrease by 0.5 points annually.	Grades K-5	8.4%	7.8%	7.3%	6.9%	6.4%	5.8%
			(Actual)	9.7%	11.9%	21.4%	18.8%	
	% of students with 3 or more discipline referrals will decrease by 0.5 points annually.	Grades K-5	5.2%	4.6%	4.1%	3.1%	2.6%	2.0%
			(Actual)	5.0%	3.6%	2.3%	2.8%	
	SC READY equity indices for minority groups will increase by 0.03 annually.	Grades 3-5	0.661	0.691	0.721	0.767	0.797	0.827
			(Actual)	0.664		0.555	0.624	
Middle	% of students chronically absent will decrease by 0.5 points annually.	Grades 6-8	11.2%	10.7%	10.2%	9.7%	9.2%	8.7%
			(Actual)	10.7%	11.9%	26.2%	23.8%	
	% of students with 1 or more out-of-school suspensions or expulsions will decrease by 0.5 points annually.	Grades 6-8	10.3%	9.8%	9.3%	8.8%	8.3%	7.8%
			(Actual)	10.3%	6.8%	3.3%	10.8%	
	SC READY equity indices for minority groups will increase by 0.03 annually.	Grades 6-8	0.593	0.622	0.652	0.682	0.712	0.742
			(Actual)	0.623		0.593	0.617	
High	% of students chronically absent will decrease by 0.5 points annually.	Grades 9-12	17.4%	16.9%	16.4%	15.9%	15.4%	14.9%
			(Actual)	18.0%	16.5%	22.8%	35.2%	
	% of students with 1 or more out-of-school suspensions or expulsions will decrease by 0.5 points annually.	Grades 9-12	9.4%	8.9%	8.4%	7.9%	7.4%	6.9%
			(Actual)	9.8%	6.8%	2.1%	8.1%	
	% of students proficient in all power skill domains on the WIN assessment will increase by 1 points annually.	Grade 11	87.0%	87.9%	88.9%	90.0%	91.0%	91.9%
			(Actual)	83.7%		74.7%		

Action Plan for Performance Goal 4:					Evaluation
1. Regular analysis of multiple data sources informs a tiered system of supports for schools, leading to appropriate supports for all students.	May 2018 - June 2019	Director of Accountability, Elementary Director, Secondary Director, School Data Teams	None	n/a	Tiered system of support matrix
2. Schools will establish wellness teams to support	August 2018	Director of School	None	n/a	Wellness team orientation

the physical, social, and emotional health of students and staff.		Counseling, Lead Nurse			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	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	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	SLT, Director of Student Services			Revision of current board policies.
6. Alternative education services will be redesigned to provide research-based therapeutic approaches for identified students.	Fall of 2018	SLT, Director of Student Services, Director of School Counseling, Director of Elementary Schools, Director of Secondary Schools, District RTI Coordinator			Status updates from School Wellness Teams and school-level directors of school counseling

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
District	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		94.2%	95.4%	96.7%	98.0%	98.0%	98.0%
			(Actual)	92.2%		93.9%	91.1%	
	Positive responses to the SCDE survey item "Teachers at my school are encouraged to develop innovative solutions to problems." will reach 98% by 2021		95.1%	96.0%	97.0%	98.0%	98.0%	98.0%
			(Actual)	94.1%		95.5%	94.9%	
	Year 2-5 teacher retention will be 90% by 2021.		TBD			90.0%	90.0%	90.0%
			(Actual)					
	The number of teachers participating in Aspiring Assistant Principals (AAP) program will increase annually as needed to meet the district's projected staffing needs.		TBD			8.000	N/A for 2021-22	
			(Actual)	5.000	4.000	8.000		
	The number of assistant principals participating in the Aspiring Principals Academy (APA) will increase annually as needed to meet the district's projected staffing needs.		TBD			5.000	N/A for 2021-22	
			(Actual)	9.000	0.000	5.000		
	% of APA participants scoring Principal Ready on the leadership rubric by the end of their cohort program		TBD			100.0%	N/A for 2021-22	
			(Actual)	100.0%	0.0%	100.0%		

Action Plan for Performance Goal 5:					Evaluation
1. Regular analysis of multiple data sources informs a tiered system of supports for schools, leading to appropriate supports for all students.	May 2018 - June 2019	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,	May 2018 - December 2018	Director of Professional Learning and Leadership	\$22,400	General Budget	2018 Summer Professional Learning Institute focused on areas of emphasis, Share district plan with

and leadership development)		Development			stakeholder groups in January 2019 to inform district and school plans for 2019-2020
3. Implement a competency-based educational leadership system for recruitment, selection, and advancement; assessment and evaluation; and development and support of teacher leaders, assistant principals, aspiring principals, principals and central services leaders.	May 2018 - June 2021	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	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 implementation of workshop model in reading, writing, and math PK-8 and Student Engagement Model in 9-12	2018-2019 PK-8 ELA and Math; 2019-2020 Secondary	ELA Coordinator, Math Coordinator, ELA and Math Leadership Teams	None	n/a	Professional learning 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
	% 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.		83.4%	89.2%	95.0%	95.0%	95.0%	95.0%
			(Actual)	84.1%		81.3%	86.4%	
	% 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.		82.5%	88.8%	95.0%	95.0%	95.0%	95.0%
			(Actual)	81.6%		76.3%	92.4%	

Action Plan for Performance Goal 6:					Evaluation
1. Customer service efforts will be supported and monitored through the tiered support system for all schools as one of the measures of school success.	August 2018 - ongoing	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	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	Director of Accountability	None	n/a	Customer Service/School-Home Relations data available on district dashboard

State Criteria for Identifying Academically Gifted and Talented Students

Mission

The mission of gifted education is to maximize the potential of gifted and talented students by providing programs and services that match the unique characteristics and needs of these students. Programs that serve identified students seek to develop talent, provide depth of study, set an appropriate pace for instruction, integrate complexity into the curriculum, and show students how to deal with issues of significance.

Identification Process

Gifted and talented students are found within all racial, ethnic, and socioeconomic groups. Identification is a multi-step process. The state of South Carolina has established three dimensions as criteria for placement in the academically gifted program. Students must meet the eligibility criteria in at least **two of the three** dimensions.

Screening/Referral/Assessment Profile SC State-funded Academic Gifted and Talented Program	Criteria	Qualifying Test(s) Administered in Lexington One
Dimension A: Reasoning Ability	93rd age percentile or higher nationally normed aptitude test	CogAT (Fall) All 2 nd graders 3 rd – 5 th as needed OLSAT as needed
Dimension B: High Achievement in Reading and/or/ Mathematical Areas	94th percentile or higher nationally normed achievement tests ** Cut score within advanced level in Reading or Math on SC Ready	Iowa Test of Basic Skills (ITBS) assessment (Fall) iReady (Fall and Spring) SC READY (Spring)
Dimension C: Intellectual/Academic Performance Eligibility: Must first meet Dimension A or B	80% or higher - 2nd grade 90% or higher - 3rd grade ** 80% or higher - 4th grade 90% or higher - 5th grade	Primary PTA Performance Task Assessment (February) Intermediate PTA Performance Task Assessment (February)

Special Note

Students are eligible for placement on the basis of aptitude scores alone if they score at or above the 96th national age percentile on the composite score of a nationally normed aptitude test.

State Identification Program

The SC State-funded Academically Gifted and Talented Program requires the testing and screening of all 2nd grade students to identify those who qualify for placement in the gifted program beginning in 3rd grade. (Note: No private testing will be accepted for eligibility; however, those results may be considered for referral purposes.)

District Assessment Program

The Lexington One Assessment Program provides additional test results in grades 3rd—5th that are added to a student's profile for additional eligibility screening. These tests include:

- CogAT— Cognitive Abilities Test
 - Iowa — Iowa Assessment
 - iReady — Standards Based Achievement Test
 - SC READY — Standards Based/College & Career Readiness Achievement Test
 - PTA— South Carolina Performance Task Assessment
- All students participate in one or more of these screening assessments annually.

Notification

Parents of students are notified by letter when:

- **Qualifications are met and student will enter the program.**
- **One dimension is met and student will be involved in additional screening**

For specific information regarding the program in Lexington School District One, please contact:

Erin FitzGerald
Coordinator, Academically and Artistically Talented Programs
821-1062
efitzgerald@lexington1.net
Lexington, SC 29071
100 Tarrar Springs Road – P.O. Box 1869





January 30, 2023

Dear Parent/Guardian,

We have completed a review of test scores to establish eligibility for placement in the Lexington School District One Academically Gifted and Talented Program – EAGLE. Students are eligible by meeting the criteria for the SC State-Funded Academic Gifted and Talented Program. Enclosed is your child’s **SC GT Student Profile**. Please save it as evidence of meeting the SC criteria.

Guide to Profile:

Academic Status Box (below demographic information)

Lists your child’s Qualifying Test Data used to establish Eligibility

Dimension A	Dimension B	Dimension C
Reports your child’s scores on CogAT - reasoning ability test	Reports scores on ITBS, iReady SC Ready – achievement tests	Reports scores on Performance Tasks (given in Spring)

The criteria for GT qualification in all of the dimensions are listed below the chart. For PASS scores, the eligibility requirement for each grade and test is listed in the small chart. There is a new cut score criteria set each year.

Students must qualify in 2 of 3 dimensions.

Exception: Students qualify “aptitude alone” by scoring 96 or higher national age percentile on the composite /total reasoning ability test (Dim. A)

Congratulations to your child for meeting the criteria and being eligible to begin the EAGLE Program in 3rd grade (August 2023). You will receive orientation information from your child’s school in August. If you have any questions, please contact your school’s assistant principal or me at 821-1062.

Sincerely,

Erin Darby FitzGerald

Coordinator of Academically and Artistically Talented Programs



January 2023

Dear 2nd Grade Parents:

Lexington One administered the Cognitive Abilities Test (CogAT) and Iowa Assessment Reading & Math to all 2nd grade students in October 2022. This screening is part of the state testing program for all 2nd grade students. The Profile Narrative for your child is enclosed with this letter. The narrative will give you information on your child's performance on the two tests. The following information may assist you as you review your child's results.

What does CogAT measure?

CogAT measures learned reasoning and problem-solving skills in three different areas: verbal, quantitative, and nonverbal. Reasoning skills develop gradually throughout a person's lifetime and at different rates for different individuals. Reasoning abilities are good predictors of success in school. However, CogAT does not measure such factors as effort, attention, motivation, and work habits, which also contribute importantly to school achievement.

Why was CogAT administered?

- Teachers use CogAT scores to help students learn more effectively. For example, if a student's score profile shows an uneven pattern of relative strength and weakness, the teacher can provide challenging opportunities for the student to do the kind of thinking he/she does best (building on the student's strength). The teacher can also support aspects of new tasks that rely on a student's relative weakness. When the student has established a foothold in an area, the teacher can guide her/him to develop the relatively weaker reasoning skill by applying this skill to the familiar task (strengthening the student's weakness).
- The school district will also use the CogAT test results to help identify academically gifted students. Because CogAT is just one of many tools used to identify academically gifted students, notification regarding qualification for the gifted and talented program will be disseminated in late January or early February.

How do the three batteries of CogAT differ?

- The **Verbal Battery** measures flexibility, fluency, and adaptability in reasoning with verbal materials and in solving verbal problems. These reasoning abilities play an important role in reading comprehension, critical thinking, writing, and virtually all verbal learning tasks.
- The **Quantitative Battery** measures quantitative reasoning skills; flexibility and fluency in working with quantitative symbols and concepts; and the ability to organize, structure, and give meaning to an unordered set of numerals and mathematical symbols. These reasoning skills are significantly related to problem solving in mathematics and other disciplines.
- The **Nonverbal Battery** measures reasoning using geometric shapes and figures. To perform successfully, students must invent strategies for solving novel problems. They must be flexible in using these strategies and accurate in implementing them.

What is my child's relative standing on each battery and the Composite?

Because CogAT is nationally normed, an individual's test performance can be compared with the test performances of other students throughout the nation who are the same age.

For example: A student's national age percentile rank of 81 on verbal reasoning ability means that he/she scored higher than 81 percent of the students his/her age in the national norming sample.

If you have further questions, please contact the testing coordinator at your school or you may contact me at efitzgerald@lexington1.net or 803-821-1062.

Thank you,

Erin FitzGerald
Coordinator of Academically and Artistically Gifted and Talented
Lexington School District One

Would you like to audition for a seat in our Honors Visual Art Program?

This studio class will offer you an opportunity to explore a variety of art mediums. Students who participate in the class are committed to a high standard of artistic work, attendance, and must commit for all fourteen classes taking place between November and March. (See page 2 for class schedule.) Please do not request an audition if there is any possibility that you would be unable to honor this commitment.

There is no fee for After School Artistically Talented Programs.

The Honors Art Program will be offered at each Lexington County School District One middle school with members of our Visual Art staff serving as instructors.

AUDITIONS

Auditions will be held in the art room at each of the middle schools. Students should plan to stay the entire time for this workshop audition.

Auditions will occur on
October 25th for
BMS CSM LMS MGMS
PMS PHMS WKMS
Audition time:
3:45 PM to 4:45 PM

Auditions will occur on
October 31st for
GMS
Audition Time:
4:15 - 5:15 PM

Audition Requirements:

- Bring two pieces of your original, completed artwork--done within the past 2 years
 - No cartoon/anime/manga characters
 - No drawings on notebook paper
- At the audition you will produce a still-life rendering as an additional piece.
- Write your first and last name and grade level on the back of all art work

Interested students, *register now* at web address:

<https://tinyurl.com/LexOneHonorsArtAuditions>

Response Deadline – October 24, 2022

If you don't have web access, fill out & return this form to your art teacher to enter your information.

Please Print Legibly

Student Name: _____ School: _____

Student's Lexington One Email Address: _____

Parent Name: _____

Daytime Phone: _____ Parent's Email Address: _____

**SEE THE NEXT PAGE FOR YOUR SCHOOL'S CLASS
SCHEDULE**

Class Schedule				
Gilbert Middle School	Mondays	4:00 to 5:30 PM	Nov. , 14, 28, Dec. 5, 12	Jan. 9, 23, 30 Feb. 6, 13, 27 Mar. 6, 13,20, 27
Beechwood Middle School Carolina Springs Middle School Pelion Middle School Pleasant Hill Middle School White Knoll Middle School Meadow Glen Middle School	Tuesdays	3:45 to 5:15 PM	Nov. 15, 29 Dec. 6, 13	Jan. 3, 10, 24, 31 Feb. 7, 14, 21, 28 Mar. 7, 14 <i>Mar. 21 Make-Up Day</i>
Lakeside Middle School (Leath will have makeup days if needed)	Wednesdays	3:45 to 5:15 PM	Nov. , 16, 30 Dec. 7, 14	Jan. 4, 11, 25 Feb. 1, 8, 15, 22 Mar. 1, 8, 15 <i>Mar. 21 Make-Up Day</i>
Art Show Between: April 12th- May 10th (TBD)				

GIFTED AND TALENTED REQUIRED TABLES

DIRECTIONS: As a part of the District Strategic Plan, complete the following tables, save as one PDF file, and upload under the tab labeled Gifted and Talented Required Tables. Additionally, attach up to four documents to support the final table. All information should be saved as one PDF file and uploaded. The required tables are as follows:

- A. Gifted and Talented Policies and Practices**
- B. Gifted and Talented Scope and Sequence**
- C. Gifted and Talented Grades of Academic Service**
- D. Gifted and Talented Grades of Artistic Service**
- E. Gifted and Talented Screening and Identification Notification**

GIFTED AND TALENTED POLICIES AND PRACTICES

Directions: Place an X for an affirmative response in columns marked Academic and Artistic.

		ACADEMIC	ARTISTIC
The district utilizes state identification of gifted and talented students for:	grades 1–2		
	grades 3–5	X	
	grades 6–8	X	X
	grades 9–12	X	X
The district utilizes trial placement (1 year conditional placement) for:	grades 1–2		
	grades 3–5	X	
	grades 6–8		
	grades 9–12		
The district utilizes a local identification process (local criteria rubric) for:	grades 1–2		
	grades 3–5		
	grades 6–8		
	grades 9–12		
The district utilizes a formal withdrawal policy for:	grades 1–2		
	grades 3–5	X	X
	grades 6–8	X	X
	grades 9–12	X	X

GIFTED AND TALENTED SCOPE AND SEQUENCE

A gifted and talented scope and sequence is utilized in the following grades for:	K	1	2	3	4	5	6	7	8	9	10	11	12
	Academic			X	X	X	X	X	X	X	X	X	X
	Artistic						X	X	X	X	X	X	X
Formal gifted and talented curriculum is utilized in the following grades for:	K	1	2	3	4	5	6	7	8	9	10	11	12
	Academic			X	X	X	X	X	X	X	X	X	X
	Artistic						X	X	X	X	X	X	X

GIFTED AND TALENTED GRADES OF ACADEMIC SERVICE

		CURRICULUM AREA					
GRADE	MODEL	<i>Use approved abbreviations for curriculum.</i>	INTERDISCIPLINARY	ELA	MATH	SCIENCE	SOCIAL STUDIES
K		Curriculum Used					
1		Curriculum Used					
2		Curriculum Used					
3		Curriculum Used	Inquiry Units	William & Mary Jacob's Ladder	M3 Units	William & Mary Units	William & Mary Units
4		Curriculum Used	Inquiry Units	William & Mary Jacob's Ladder	M3 Units	William & Mary Units	William & Mary Units
5		Curriculum Used	Inquiry Units	William & Mary Jacob's Ladder	M3 Units	William & Mary Units	William & Mary Units
6		Curriculum Used		Accelerated State Standards	Accelerated State Standards	Accelerated State Standards	Accelerated State Standards
7		Curriculum Used		Accelerated State Standards	Accelerated State Standards	Accelerated State Standards	Accelerated State Standards
8		Curriculum Used		Accelerated State Standards	Accelerated State Standards	Accelerated State Standards	Accelerated State Standards
9		Curriculum Used		Honors & AP	Honors & AP	Honors & AP	Honors & AP
10		Curriculum Used		Honors & AP	Honors & AP	Honors & AP	Honors & AP
11		Curriculum Used		Honors & AP	Honors & AP	Honors & AP	Honors & AP
12		Curriculum Used		Honors & AP	Honors & AP	Honors & AP	Honors & AP

GIFTED AND TALENTED GRADES OF ARTISTIC SERVICES**Model Used:** _____

GRADE	<i>(Use approved abbreviations for curriculum.)</i>	INTERDISCIPLINARY	DANCE	MUSIC	THEATRE	VISUAL ARTS	OTHER
K	Curriculum Used						
1	Curriculum Used						
2	Curriculum Used						
3	Curriculum Used						
4	Curriculum Used						
5	Curriculum Used						
6	Curriculum Used		Accelerated State Standards	Accelerated State Standards	Accelerated State Standards	Accelerated State Standards	Accelerated State Standards
7	Curriculum Used		Accelerated State Standards	Accelerated State Standards	Accelerated State Standards	Accelerated State Standards	Accelerated State Standards
8	Curriculum Used		Accelerated State Standards	Accelerated State Standards	Accelerated State Standards	Accelerated State Standards	Accelerated State Standards
9	Curriculum Used		Accelerated State Standards	Accelerated State Standards	Accelerated State Standards	Accelerated State Standards	Accelerated State Standards
10	Curriculum Used		Honors	Honors	Honors	Honors	Honors
11	Curriculum Used		Honors & AP	Honors & AP	Honors & AP	Honors & AP	Honors & AP
12	Curriculum Used		Honors & AP	Honors & AP	Honors & AP	Honors & AP	Honors & AP

GIFTED AND TALENTED SCREENING AND IDENTIFICATION NOTIFICATION

Describe the ways in which the district notifies parents and community of its nomination and identification.

All second grade families receive a letter notifying them of the CogAT and Iowa testing dates and that these tests are used as part of our gifted and talented screening process. A follow up letter is provided to families in January explaining the scores and if their child qualified or not and what the next screening step will be. Additionally, we send numerous letters home regarding the SCDE Performance Task Assessment and for the artistic gifted and talented nominations and selection. Examples attached.

Attach up to four relevant files pertaining to notification to the parents and community on GT identification screening. These may include brochures, parent letters, non-English versions, etc.



SOUTH CAROLINA
DEPARTMENT OF EDUCATION

District Proficiency-Based System Plan Evaluation

(For use with the District Strategic Plan Annual Updates)

South Carolina Department of Education
1429 Senate Street
Columbia, South Carolina 29201

The district has an approved Proficiency-Based System Plan pursuant to State Board of

Education Regulation 43-234. Please evaluate the district's plan by answering the questions below. Upload the completed document with the District Strategic Plan into either the Member Center or GEMS.

School District: Lexington County School District One

Name: Dr. Luke Clamp

Title/Position: Director of Secondary Schools

Email Address: lclamp@lexington1.net

Phone Number: 803-821-1064

1. Explain how your district/schools met its goals/needs by providing proficiency-based system instruction.

Credit Recovery/Online Learning

Following School Board Policy IKADD both content and credit recovery are used to effectively provide students a chance to master content not previously assessed as proficient. In each case an online learning platform provided a digital means to access the content and material virtually with the support of a certified teacher. A time frame for each allows students to be accountable to the completion of the content or the course with support from the digital platform and a certified teacher. The district also has partnered with the Graduation Alliance specifically for drop-out prevention utilizing a seat time waiver from the SDE to connect our most at-risk students with accelerated courses to get on track to graduate. In each of these cases, content and credits have been recovered to propel students to graduate and remain on track to graduate with their cohort. The proficiency based approach allows for students to progress at their own rates of time and rates of mastery.

Utilizing an online content tool such as Edgenuity allows the courses we offer to align with and support current State Board of Education approved content area academic state standards. Edgenuity's instructional design team and alignment specialists continuously update the content and system to meet state and national standards. Edgenuity follows changes to standards or courses approved by the state of South Carolina. New courses are continuously in development to meet expanding course offerings. The curriculum department's structure allows for continuous moderation, evaluation, and development of new course content. A comprehensive alignment between courses that will be used in this proficiency-based plan and State Board of Education approved content area academic state standards can be found at www.edgenuity.com/SCproficiency .

World Languages

The SC Standard for World Languages is based on the premise that all course units of study will be taught in a performance-based classroom environment. Lexington School District One has provided world language learners the opportunity to become competent language speakers through a performance-based curriculum and grading practice. This practice allows our language learners to progress through their language coursework by demonstrating competency through their performance in the language on performance-based assessments.

2. Please list the specific courses students took.

Credit Recovery/Online Learning

- Algebra 1
- Algebra 2
- Algebra 2 H
- Algebra 3
- American Government
- Biology 1
- Chemistry 1
- Discrete Math
- Earth Science
- Economics and Personal Finance
- English 1
- English 1 H
- English 2
- English 3
- English 4
- Environmental Studies
- Foundations in Algebra
- Geometry
- Geometry H
- Human Geography
- Introduction to Algebra
- IT Fundamentals
- Marine Science
- Modern World History
- Physical Science
- Precalculus
- Probability and Statistics
- Psychology
- Sociology
- Spanish 1
- US History and Constitution

- Western Civilization
- World Geography
- World History

World Languages

If all credit bearing World Language courses:

- French 1
- French 2
- French 3
- French 3HN
- French 4HN
- French 5HN
- World Language Bridge
- AP French
- Spanish 1
- Spanish 2
- Spanish 3
- Spanish 3HN
- Spanish 4HN
- Spanish 5HN
- AP Spanish Language and Culture
- AP Spanish Literature
- Chinese 1
- Chinese 2
- Chinese 3HN
- Chinese 4HN
- Chinese 5 Immersion HN
- German 1
- German 2
- German 3
- German 3HN
- German 4HN
- AP German
- Latin 1
- Latin 2
- Latin 3
- Latin 3HN
- Latin 4HN
- AP Latin-Vergil
- Russian 1
- Russian 2
- Russian 3HN

3. Please provide the number of students who took a course, and how many students successfully completed it.

Credit Recovery/Online Learning

1,648 students took courses and 1,261 were successfully completed.

World Languages

5,472 students took a credit-bearing world language course and 4,991 successfully completed the course.

48 students demonstrated their competency and were able to enter into the appropriate course level at their proficiency level. Of those 48 students, 47 students successfully completed the course.

4. Please list the South Carolina properly certified teachers who were assigned to the above students.

Credit Recovery/Online Learning Courses

Steve Boyce
Charles Giffin
Kacie Rush
Shelly Lewis
Dani Stroud
Josie Price
Frances Meetze
Tasha Christman
Leslie Washington
Christina Bosserman
Amy Wingate
Madonna Moore
Sallie Ortmann
Leigh Watson
Erin Green
Patrick Leonhardt
Karlee Reeves
Walt Overbay
Kristy Eason
Luke Harris
Alicia Ridder
Monica Powell
Mary Kinsler
Keith Brayman
Amber Snelgrove
Linsy Dooley
Charles Griffin

World Languages

Anaya, Anahi
Anderson, Trevor Ceron
Andrews, Ana
Arias Gomez, Gustavo
Arroyo Gamboa, Jose
Barajas, Wilson Yezid
Becker, Denicee
Ben Yahia, Elizabeth
Bermas, Dorie Johansen
Blackburn, Jason Dean
Bley, Sarah
Boiter, Kasarah
Boscan Adrianza, Gustavo
Bouabre, Catherine
Buitrago Montes, Julio
Caicedo, Oscar
Cardenas, Darwin
Castelblanco Quinter, Cielo
Castro, Gloria
Chartrand James, Rachel
Connelly, Janine Victoria
Cormier-Bausch, Anne-Marie
Davis, Jihan
Diouf, Seydina
Duarte Gomez, Hilda M
Egan, Brianne
Eubanks, Leigh Oswald
Fall, Ckeikh
Fall, Papa
Feng, Xiaolin
Fernandez Cordoba, Roosevelh Ariel
Fields, Tiffany
Floyd, Sarah
Garcia, Luz
Geib, Lisette
Godwin, Christopher
Gomez Hernandez, Marbelis
Gonzalez Briceno, Neibeth Patricia
Grandjean, Myriam
Hagerty, Tracey
Hamner, Erin Elizabeth
Hendrix, John Clay

Hite, Marcy
Hudson, Nicole
Humble, Brandi
Jones, Kelly M
Kalinkina, Iryna
Kelly, Jessica
King, Claudette
Labrado-Sanchez, Laura Virginia
Lambert, Anita
Laramie, Birgit
Lukity, Natalie
Mangus, Carmen
McManus, Patrick Judson
Miller, Celine
Mudzonga, Caver
Nation, Xenia
Neff, Nathacha
Ness, Sari
O'Meritt, Casey Ruth
Oates, Caroline
Oberly, Jessica
Pace, Mona
Panagiotakopoulos, Elizabeth
Pittman, Tyler
Pontens-Alemu, Catherine
Price, Tonya
Rapio, Martha
Redondo Menendez, Jesus
Ringwald, Linda
Rios-Rosas, Ligia
Robinson, Dana
Rodriguez Castro, Christian
Romero, Reynerio
Sabina, Addie
Segura, Filder
Shon, Eun Kyung
Simmons, Samantha
Small, Marianne Antoinette
Stolebarger, Jessica
Torres Soler, Jannice
Valdez, Lilian
Vasquez, Manuel
Vazquez, Jessie

Walker, Dakota Alexandria
Wang, Yu Xin
Westmoreland, Alison
Yin, Yuanqing
Yuan, Xiaoyan
Zhang, Na
Zimmerman, Maria

5. Please have the properly certified content area teachers provide examples of how they directly assisted struggling students. Examples include manipulating or differentiating on-line curriculum to accommodate the student's learning modalities, providing tutoring, exchanging emails to discuss lessons, etc.

Credit Recovery/Online Learning

Some examples include but are not limited to: assisting students individually with one on one tutoring regarding their classwork, review of quizzes and tests they are struggling with, and retakes of content sections students may be struggling with. Content area teachers assist students in other subject areas toward proficiency so they can receive the most meaningful instruction possible. Students also set individual long-term and short-term progress goals weekly for each class which is updated and reviewed consistently.

Teachers also set up a learning and testing center to support students who may need more time or specific support in a content area.

For multilingual learners, students are provided the opportunity to work with teachers in the World Languages department when they want to and are provided with translation tools when available in Edgenuity classes.

World Languages

Some examples include, but are not limited to:

- Differentiating student groups and/or pair work based on their current proficiency scores. This is re-assessed throughout the course as students increase.
- One-on-one tutoring based on student needs.
- Providing a resource hub of websites to seek additional help and practice with grammar and/or vocabulary.
- Using a variety of instructional strategies to meet the needs of all learners (visual, auditory, kinesthetic, and reading/writing learners).
- Providing multiple opportunities to revise work, to learn from their mistakes, and to conference with teacher about how to increase their proficiency.

- Giving many opportunities to demonstrate proficiency through checks for understanding, formative assessments, and summative assessments and in all modes of communication.
- Students participate in giving and receiving peer feedback in speaking and writing.
- Students assess and reflect on their growth and learning targets throughout the year.
- Identifying students with accommodations at the beginning of the course to meet their unique needs.

6. Provide examples of how schools used content-recovery (best practices or alternative methods of instruction) for low-performing students in danger of failing a course.

Following School Board Policy IKADD Credit and Content Recovery experiences are provided for secondary students on a case by case basis. Specific examples of content recovery include but are not limited to: units designed through an online learning platform to recover content from a previous semester, creation of an alternative assignment to further develop skills that were not proficient and use of online software for accumulation of content from previous marking periods where proficiency was not met. In each case a specific time frame is provided for the completion of the content as it applies to the student's marking period. Other examples are:

- Teachers use content recovery to help extend student's learning of a particular unit and is used most often when students have not yet mastered the content.
- Teachers use content recovery for students to retake assessments.
- Teachers use content recovery when students have not performed adequately on overall assessments.
- Procedures for reassessment and resubmission of assignments in order for students to demonstrate mastery are established within our Grading Practices document and available for all stakeholders to view.

7. Please attach any revisions or updates to your existing proficiency-based system plan or policies.

Updated Policies

[Policy IKADD](#)

[Policy IKADD-R](#)

[Policy IKADD-E](#)

2023 District Summer School Program Sites Identification

District Name: Lexington School District One
District Summer School Contact: Mary Gaskins
Contact's Phone Number: 803-821-1050
Contact's Email Address: mgaskins@lexington1.net

☐ **NO SUMMER SCHOOL PROGRAM SITES**

- Directions:**
- 1) List and complete all information for all school sites in the district that will implement a Summer School Program.
 - 2) **SBE Regulation 43-240: Summer School Program Criteria**
 - a. Answer "Yes" if the Summer School Program meets the following SBE Regulation 43-240 criteria:
 - **Grade 1–8** students are required to attend the Summer School Program in order to be promoted to the next grade level; or
 - **Grade 9–12** students are awarded high school credit.

Name of Physical Site(s) for Summer School Program	Name of Site Administrator	Administrator E-mail Address	Purpose of Summer School Program (Promotion in grades 1-8, Initial HS Credit, Read to Succeed, Credit Recovery, or other)	Meets SBE Reg. 43-240: Summer School Program Criteria (YES or NO)	Elementary, Middle or High School
Gilbert, Lexington, Pelion, River Bluff and White Knoll High Schools	Luke Clamp	lclamp@lexington1.net	Credit Recovery	Yes	High Schools
Beechwood, Carolina Springs, Gilbert and Lexington Middle Schools	Luke Clamp	lclamp@lexington1.net	Academic Intervention	Yes	Middle Schools
Meadow Glen, Pleasant Hill, Pelion and White Knoll Middle Schools	Luke Clamp	lclamp@lexington1.net	Academic Intervention	Yes	Middle Schools
Saxe Gotha Elementary	Kris Gillaspy	kgillaspy@lexington1.net	Academic Intervention	No	Elementary
White Knoll Elementary	Candace Lett	cllett@lexington1.net	Read to Succeed	Yes/No	Elementary
White Knoll Middle	Hilary Morgan	hmorgan@lexington1.net	Academic Intervention	No	Elementary
Lake Murray Elementary	Britani Magargle	bmagargle@lexington1.net	Academic Intervention	No	Elementary

Name of Physical Site(s) for Summer School Program	Name of Site Administrator	Administrator E-mail Address	Purpose of Summer School Program (Promotion in grades 1-8, Initial HS Credit, Read to Succeed, Credit Recovery, or other)	Meets SBE Reg. 43-240: Summer School Program Criteria (YES or NO)	Elementary, Middle or High School
Deerfield Elementary	Kris Gillaspay	kgillaspay@lexington1.net	Academic Intervention	No	Elementary
Lexington High School	Alma Puente Ruiz	APuenteRuiz@lexington1.net	Academic Intervention/Initial HS credit/Credit Recovery	No	Middle and High

Please upload this completed form as a PDF document into the Strategic Renewal Application (as part of the District Strategic Plan) no later than April 30, 2023. If you have any questions, contact Barret Leviner at 803-734-3477 or by e-mail at bleviner@ed.sc.gov.