

BRIEFING PACKET

STATE RELEASE

2024-2025 Assessment and Accountability Results



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Commissioner of Education**

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INTRODUCTION

Under the Every Student Succeeds Act (ESSA) and [KRS 158.6455](#), Kentucky's schools are held accountable for more than just test scores, they're measured on how well they support student success across a broad range of areas. This includes performance in core academic subjects (reading, mathematics, science, social studies, and writing), progress in English language proficiency for multilingual learners, the quality of school climate and safety, and readiness for life after high school through graduation rates and postsecondary preparation.

At the heart of Kentucky's accountability system is a commitment to students. The system is designed to ensure that every learner is well-rounded, equipped with essential skills, and prepared for success in college, career, and beyond.

In 2020, the Kentucky General Assembly revised [KRS 158.6455](#), reshaping the state's accountability framework. These changes introduced an exclusive set of indicators used to classify schools and districts. Each indicator is evaluated based on:

- Status – current year performance
- Change – year-over-year progress

Results are shared publicly through a color-coded dashboard, offering a transparent and accessible way for families, educators, and communities to understand how schools are performing and where support is needed.

The 2024–2025 school year marks the first time Kentucky's school accountability system will have three years of Change data available, enabling full implementation of the Change calculation for federal accountability determinations, as required by KRS 158.6455:

Status and change shall receive equal weight in determining overall performance. For all students as a group and separately for individual groups, status shall be determined by using the current year performance, and change shall be determined by using the difference in performance from the prior to the current year.

Except that change shall be based on the difference in performance for the prior three (3) years for the purpose of determining the lowest-performing five percent (5%) of schools under subsections (2) and (3) of Section 2 of this Act.

This year, Kentucky's accountability system introduces two distinct calculations. While both federal and state Indicator Scores use Status and Change, they differ in how "Change" is calculated and applied.

- State Change Score: A simple year-to-year comparison (current year minus prior year).
- Federal Change Score: A three-year average of Change Scores using current and prior years Status Scores, offering a more stable view of performance over time.

Indicator Scores are combined into the Overall Score, one for state reporting, and one for federal classification. Per statute, different calculations will be used for the Overall Score. It's important to understand:

- State Calculations will determine color ratings for schools.
- Federal Calculations will determine classifications such as Comprehensive School and Improvement (CSI), Targeted School and Improvement (TSI), and Additional Targeted School and Improvement (ATSI).

In addition to meeting the state statute, Kentucky's accountability system must comply with the federal requirement as outlined in ESSA for the identification of the lowest performing schools in Kentucky. The system must reflect meaningful differentiation of schools to identify low performing schools as outlined in Kentucky's Consolidated State Plan.

Also new, federal classifications will now occur annually, including CSI I and CSI II designations, as mandated by [House Bill 298 \(2025\)](#).

House Bill 298 amended KRS 160.346, requiring the Kentucky Department of Education (KDE) to identify schools for Comprehensive Support and Improvement (CSI) annually rather than every three years. Therefore, as part of the Fall 2025 public reporting, schools will be identified for Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI) as originally planned, with CSI identification continuing on an annual basis thereafter. The criteria for ATSI identification remain unchanged, and 2025 marks an identification year, with the next new ATSI identification scheduled for 2028. Meanwhile, Targeted Support and Improvement (TSI) identification will continue to occur annually, ensuring ongoing monitoring and support for schools with underperforming student groups.

Comparisons can be made to 2024. The state accountability (presented in this document) compares the current year to the prior year within each indicator. Comparisons may be made in assessment performance except for science.

The accountability system is designed to comply with both state and federal requirements. School accountability for 2024-2025 is based on an exclusive list of student performance on state assessments, as well as selective school quality indicators outlined by state statute:

Elementary and Middle Level:

State Assessment Results in Reading and Mathematics
 State Assessment Results in Science, Social Studies and Writing
 Quality of School Climate and Safety
 English Learner Progress

High School Level:

State Assessment Results in Reading and Mathematics
 State Assessment Results in Science, Social Studies and Writing
 Quality of School Climate and Safety
 English Learner Progress
 Postsecondary Readiness
 Graduation

Status and Change

Status is the current year performance based on student performance or accomplishments during the school year. The table below defines the metrics for each indicator of the system.

Indicator	State Assessment Results in Reading and Mathematics	State Assessment Results in Science, Social Studies, and Writing	English Learner Progress	Quality of School Climate and Safety	Postsecondary Readiness (HS only)	Graduation Rate (HS only)
Metric	Weighted performance index based on student assessment performance levels	Weighted performance index based on student assessment performance levels	Points assigned based on student-level growth as measured by a value table	Average of student scores for applicable questions in the QSCS survey	Percent of grade 12 students demonstrating academic or career readiness	Average 4- and 5-year graduation rates

Note: Status for the English Learner Progress indicator is different from other indicators. The Status for the EL Progress indicator is the growth in student performance on the English Language Proficiency Exam (ACCESS and Alternate ACCESS) from one year to the next.

Each indicator is reported with one of five Status Levels (very high, high, medium, low and very low). Schools also receive one of five Change Levels for each indicator ranging from increased significantly to declined significantly. Colors for indicators based on state indicators are associated with the combination of Status and Change.

The schools, districts and the state will receive a new color rating every year when the accountability data is released. Overall Performance Ratings are reported with five color levels, blue (highest), green, yellow, orange and red (lowest). Schools may earn color ratings in multiple ways.

The minimum number of students in accountability continues to be thirty (30) students per level (elementary, middle, and high) required in each student demographic group by an indicator in school calculations. Very small schools with fewer than 30 students per level will follow an n-count rule of 10.

Kentucky's accountability system is level-based (elementary, middle, and high). Schools with multiple levels (e.g., K-12) receive a color performance rating for each level, not overall. Reports for districts and Kentucky overall will have sets of colors, one each for all elementary, all middle and all high school levels.

Data are suppressed following the U.S. Department of Education (USED) Good Reporting Policy and Family Education Rights and Privacy Act (FERPA) guidelines. There are situations where individual student performance could be determined (such as groups of students performing at the same NAPD: novice, apprentice, proficient, distinguished level {e.g., all Hispanic students perform at Proficient} or fewer than three students performing at one performance level) and will not be shared publicly. Suppressed data are available to schools/districts but are not displayed publicly.

The accountability system contains a variety of components that work together to produce scores and ratings required for state and federal reporting. Indicator Performance Ratings cannot be combined to determine the Overall Performance Ratings. The Overall Performance Rating (color) is based on cut scores recommended by the 2023 Accountability Standards Setting Committee and approved by the Local Superintendent Advisory Council and the Kentucky Department of Education, not the combination of Indicator Ratings.

As a part of ESSA, schools are also assigned federal classifications based on their performance on the six state indicators. These federal classifications are Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI) and Additional Targeted Support and Improvement (ATSI).

CSI can be viewed as how a school performs overall. Kentucky's accountability system has a three-pronged system for CSI. Schools will be labeled as CSI and provided additional turnaround support if they meet **any one** of these criteria:

- CSI I: The lowest-performing five percent (5%) of all schools by level based on the school's performance in the state accountability system;
- CSI II: High schools with a four (4) year cohort graduation rate that is less than eighty percent (80%); and
- CSI III: Schools identified for ATSI for at least 3 years that fail to exit that status.

Identification of TSI is required annually. State law requires three consecutive years of low performance by a student group to identify schools for TSI.

Identification of ATSI occurs every three years. During an identification year (2025), schools that were identified for TSI in the immediately preceding year (2024) and continue to have an underperforming demographic student group will be identified for ATSI.

Funding will not be withheld from a school or district if it does not rate highly in the state's accountability system. In fact, schools federally classified as CSI receive extra funding and support from KDE to help implement research-based strategies aimed at increasing student achievement.

In 2024-2025, Kentucky public school students in grades 3 through 8, 10 and 11 took assessments called Kentucky Summative Assessments (KSA) and Alternate Kentucky Summative Assessments (AKSA) in reading, mathematics, science, social studies, editing and mechanics and on-demand writing. Students take reading and mathematics assessments annually in grades 3 through 8, and grade 10. Other subjects are assessed once per grade level with social studies, editing and mechanics, and on-demand writing assessed in grades 5, 8 and 11. Science continued to be assessed in grades 4, 7, and 11.

Kentucky's New Science Assessment

Kentucky recently reexamined how it measures student learning in science, following updates to the state's academic standards that emphasize deeper learning and the application of scientific practices. A new assessment was developed to align with these standards, focusing on students' ability to investigate, analyze, and apply scientific concepts. Creating the assessment was just the beginning—Kentucky educators played a critical role in shaping its implementation. Teachers helped define performance level descriptors, clarifying what it means for students to perform at novice, apprentice, proficient, or distinguished levels. They also participated in setting the cut scores that determine the score ranges for each level. This collaborative process ensures that assessment results are meaningful, fair, and grounded in classroom experience.

Because these steps were so important to getting the new science assessment right, the release of accountability data was delayed. Involving teachers to revise performance levels and set cut scores took time—but it was time well spent. This inclusive process helped ensure that the data shared with schools, families, and communities reflected what students knew and could do.

KENTUCKY'S ACCOUNTABILITY SYSTEM: WHAT YOU SHOULD KNOW

1. The accountability system is currently in its third year of full implementation. Status (current year performance) and Change (difference between prior year and current year Status Score) are key aspects of this system. The Change component plays a crucial role in influencing school results. According to the statute, KRS 158.6455, "*Status and change shall receive equal weight in determining overall performance.*" This means that both the current year performance and the progress a school makes over time are important in evaluating its overall performance.
2. ATSI identification happens only every three years. The number of schools identified this year should not be compared to last year, which was not an identification year. Per state law, the 2024–2025 school year was a scheduled identification year for ATSI, with the next occurring in 2028. If a school does not exit the ATSI classification by 2028, it will be reclassified for CSI.
3. Similarly, because new CSI identification hasn't happened since 2022, the number of schools identified this year should not be compared to last year, which was not an identification year. As part of federal accountability requirements, states must identify at least 5% of schools for comprehensive support and improvement (CSI). Because Kentucky's accountability is a level-based system (elementary, middle, and high) this 5% identification is applied separately within each level.
4. This year, Kentucky's accountability system introduces two separate calculations. Although both federal and state indicators rely on Status and Change, the methods for calculating and applying "Change" differ between the two systems. KRS 158. 6455 states, "*change shall be based on the difference in performance for the prior three (3) years for the purpose of determining the lowest-performing five percent (5%) of schools.*" As a result, the calculations yield different numerical outcomes and should not be directly compared, as they serve distinct purposes within the accountability framework.
5. The transition from the ACT to the SAT as Kentucky's official college admissions exam does not impact this release. The statewide administration of the SAT will take place for the first time in

March 2026.

6. The development of this accountability system was heavily influenced by state and federal laws. It focused on three main areas: requirements of state and federal law, weights and Indicator Performance Ratings established by the Kentucky Board of Education, and priorities of the Local Superintendent Advisory Council and the 2023 Accountability Standard Setting workshop participants. This approach ensures that the system aligns with legal mandates while also incorporating input from key educational stakeholders.
7. It's important to look deeply into the data, rather than just focusing on the color ratings. This deeper analysis can provide valuable insights into specific areas of strength and opportunities for improvement. The multitude of assessment data and accountability reporting creates a more comprehensive understanding of a school's performance.
8. In 2023, an Accountability Standard Setting Committee composed of 29 education stakeholders unanimously recommended cut scores for each indicator. These cut scores—used to determine Status Levels (very low, low, medium, high, very high) and Change Levels (declined significantly, declined, maintained, increased, increased significantly)—have remained unchanged and were applied to the 2024–2025 accountability data. Status and Change Levels are combined using a 5x5 color table to assign Indicator Performance Ratings. For Overall Performance Ratings, no specific percentage of schools is required at each level; instead, panelists used a percentile distribution as the basis for their decision-making.
9. Indicator performance Ratings and an Overall performance Rating are reported for each Kentucky public school. Assigned color ratings are red (the lowest), orange, yellow, green or blue (the highest).
10. Each school was assigned a rating of one of five colors, based on the Overall Score of combined school-level measures and indicators of State Assessment Results in Reading and Mathematics, State Assessment Results in Science, Social Studies and Writing, Quality of School Climate and Safety, English Learner Progress, Postsecondary Readiness and Graduation Rate using the weights approved by the KBE.
11. Student learning and performance don't follow a straight, predictable path. Instead, they can fluctuate due to various factors such as individual learning styles, external influences, and personal circumstances. Students may experience periods of rapid progress, plateaus, or even setbacks. Similarly, Change isn't always a linear process, nor is it always positive. In the third year with Change in the school accountability system, the fluctuation of the Change component is impacting school performance.
12. In alignment with the 2023 revised academic standards for science, the Kentucky Department of Education (KDE) implemented a reformatted summative science assessment during the 2024–2025 school year. This update reflects Kentucky's commitment to ensuring assessments are aligned with current expectations for student learning.

Noteworthy Results

Overall Performance Ratings (Schools)

- Elementary Schools saw a rise in the highest color ratings (Yellow, Green, and Blue) from 2024 to 2025.
- Middle Schools showed a notable increase in Blue ratings in 2025 (from 27 in 2024 to 55 in 2025).
- High Schools had a sharp drop in the lowest color ratings (Red and Orange) in 2025, with Blue ratings nearly doubling (from 25 in 2024 to 46 in 2025).
- The All Students group showed a partial recovery in 2025 across all grade levels. This trend is mirrored in several student groups.

Postsecondary Readiness

- The number of high schools that received the highest color rating (blue) increased from 74 in 2024 to 119 in 2025.
- Of 226 high school schools with the postsecondary readiness indicator, 125 had a Very High Status Level and a total of 155 had an increased or Increased significantly Change Level.

Assessment Performance

- In reading, the percentage of proficient and distinguished students increased at every level (elementary and middle by 2 percent, and high by 1 percent).
- In mathematics, the percentage of proficient and distinguished students increased at every level (elementary by 1 percentage points, middle by 2 percentage points, and high by 5 percentage points).
- Across all grade levels (elementary, middle, and high) performance in reading and mathematics is trending upward, reaching the highest levels in the past four years.

Table 1: 2024-2025 Overall Performance Ratings - Schools

School Level	Year	Total Number of Schools	Red	Orange	Yellow	Green	Blue
Elementary	2023	719	32	151	221	187	128
	2024	717	59	145	242	174	97
	2025	717	34	138	249	179	117
Middle	2023	318	24	78	101	82	33
	2024	319	24	63	113	92	27
	2025	318	10	51	103	99	55
High	2023	228	14	38	86	64	26
	2024	228	17	44	88	54	25
	2025	228	10	21	67	84	46

Table 2: 2024-2025 Overall Performance Ratings - Districts

District Level	Year	Total Number of Districts	Red	Orange	Yellow	Green	Blue
Elementary	2023	172	4	30	82	40	16
	2024	172	8	34	80	40	10
	2025	172	4	26	89	39	14
Middle	2023	172	8	44	63	47	10
	2024	172	8	32	76	47	9
	2025	172	1	30	63	59	19
High	2023	168	5	32	63	51	17
	2024	168	5	36	72	39	16
	2025	168	4	12	57	65	30

2024-2025 ACCOUNTABILITY INDICATORS AND MEASURES

Accountability for 2024-2025 is based on indicators at each level. The measures for each indicator are calculated as outlined in [703 KAR 5:270](#), approved by the KBE and included within the Kentucky's Every Student Succeeds Act (ESSA) Consolidated State Plan approved by the U.S. Department of Education, to determine indicator Scores.

Table 3: 2024-2025 Elementary School - Overall and Indicator Scores by Student Group

Student Groups ¹	Year	Overall Score	Reading/ Mathematics Indicator (0 to 125)	Science/ Social Studies/ Writing Indicator (0 to 125)	English Language Progress Indicator (0 to 140)	Quality Of School Climate and Safety Indicator (0 to 100)
All Students	2023	67.1	66.0	65.9	79.7	77.0
	2024	62.9	63.7	60.8	60.6	77.2
	2025	65.0	66.0	62.9	60.9	77.8
White	2023	70.6	70.3	69.7	76.0	77.9
	2024	68.3	69.4	65.8	68.0	78.4
	2025	69.7	71.3	68.0	58.6	79.0
African American	2023	46.5	42.5	44.5	82.0	72.7
	2024	41.8	40.2	39.3	54.0	72.3
	2025	45.5	43.9	43.0	58.6	73.4
Hispanic	2023	56.8	54.1	55.6	78.9	75.9
	2024	50.2	48.9	48.2	59.5	75.3
	2025	51.0	50.3	48.3	60.9	75.2
Asian	2023	83.4	85.0	82.1	83.0	76.6
	2024	76.3	79.0	73.8	68.9	75.6
	2025	76.8	79.3	74.9	66.1	76.4
American Indian or Alaska Native	2023	56.1	57.6	52.4	--- ²	73.3
	2024	54.3	53.2	54.3	44.0	81.7
	2025	66.7	67.1	64.6	70.2	78.1
Native Hawaiian or Other Pacific Islander	2023	69.0	67.7	67.6	85.3	79.9
	2024	54.9	53.5	55.2	54.1	71.4
	2025	58.8	57.3	59.3	54.7	78.2
Two or More Races	2023	63.0	62.5	61.9	68.2	75.1
	2024	59.1	59.9	56.5	59.2	75.0
	2025	62.6	63.1	59.3	73.6	76.6
English Learners plus Monitored	2023	52.4	51.0	48.4	79.7	75.9
	2024	48.0	46.3	45.9	60.6	74.5
	2025	48.2	47.1	45.3	60.9	74.3
Economically Disadvantaged	2023	59.3	57.3	57.8	78.6	76.5
	2024	55.8	55.3	53.6	60.8	76.7
	2025	57.2	57.4	54.5	60.1	77.5
Disability-with IEP (Total)	2023	47.3	45.4	43.7	69.7	78.7
	2024	45.3	44.1	43.2	48.7	78.5
	2025	45.0	44.6	42.0	46.4	78.4

¹Indicator Scores do not reflect percentages²---doesn't meet the minimum n for inclusion in accountability

Note: The English Language Progress Indicator only includes English Learners and does not include English Learners being monitored.

Table 4: 2024-2025 Middle School - Overall and Indicator Scores by Student Group

Student Groups ¹	Year	Overall Score	Reading/ Mathematics Indicator (0 to 125)	Science/ Social Studies/ Writing Indicator (0 to 125)	English Language Progress Indicator (0 to 140)	Quality Of School Climate and Safety Indicator (0 to 100)
All Students	2023	56.1	60.0	55.1	22.6	65.3
	2024	56.6	60.1	55.1	28.8	67.2
	2025	60.8	63.9	59.7	36.0	69.4
White	2023	60.5	64.9	59.5	24.1	66.0
	2024	61.2	65.5	59.9	28.5	68.4
	2025	65.9	69.0	64.8	42.8	70.4
African American	2023	35.2	36.2	33.8	17.8	61.5
	2024	35.3	35.8	33.1	28.3	62.3
	2025	40.2	41.7	37.0	35.3	65.2
Hispanic	2023	44.8	47.3	43.1	22.0	64.0
	2024	43.8	44.8	42.5	28.6	65.4
	2025	47.1	48.7	45.0	34.9	68.2
Asian	2023	75.1	81.7	73.5	34.7	66.9
	2024	73.4	78.0	74.0	29.3	69.8
	2025	78.9	85.8	77.0	40.2	70.5
American Indian or Alaska Native	2023	64.5	61.8	67.4	--- ²	63.9
	2024	47.9	55.6	38.4	--- ²	65.4
	2025	59.7	54.2	64.1	--- ²	73.9
Native Hawaiian or Other Pacific Islander	2023	50.7	49.0	53.3	29.7	66.0
	2024	49.6	49.2	49.3	42.1	67.2
	2025	56.0	61.9	52.3	24.9	68.5
Two or More Races	2023	52.9	54.4	50.6	--- ²	62.3
	2024	55.2	56.7	52.7	--- ²	65.2
	2025	57.3	60.0	56.2	33.8	67.2
English Learners plus Monitored	2023	29.2	33.0	22.9	22.6	65.1
	2024	31.4	32.2	27.8	28.8	65.9
	2025	31.3	35.1	23.7	36.0	67.8
Economically Disadvantaged	2023	47.6	50.1	46.5	21.1	64.5
	2024	47.8	50.2	45.9	28.7	66.5
	2025	52.0	54.2	50.1	35.9	68.5
Disability-with IEP (Total)	2023	33.0	34.9	29.7	16.7	69.4
	2024	33.5	34.1	31.4	16.8	70.1
	2025	32.8	35.7	26.7	29.9	71.7

¹Indicator Scores do not reflect percentages²--- doesn't meet the minimum n for inclusion in accountability

Note: The English Language Progress Indicator only includes English Learners and does not include English Learners being monitored.

Table 5: 2024-2025 High School - Overall and Indicator Scores by Student Group

Student Groups ¹	Year	Overall Score	Reading/ Mathematics Indicator (0 to 125)	Science/ Social Studies/ Writing Indicator (0 to 125)	English Language Progress Indicator (0 to 140)	Quality Of School Climate and Safety Indicator (0 to 100)	Postsecondary Readiness Indicator (0 to 125)	Graduation Rate Indicator (0 to 100)
All Students	2023	63.1	56.3	50.4	28.5	62.0	90.9	92.9
	2024	63.1	57.7	47.8	32.0	65.3	88.5	93.8
	2025	68.2	64.1	54.3	35.6	67.3	91.6	94.9
White	2023	66.7	61.5	53.9	21.1	62.2	95.3	94.1
	2024	67.4	63.5	52.7	32.2	65.7	92.0	94.8
	2025	72.9	69.3	59.4	44.0	68.0	95.9	96.0
African American	2023	45.5	34.2	29.6	28.4	60.3	75.0	89.6
	2024	46.0	34.8	27.9	33.3	63.5	75.6	90.7
	2025	50.4	41.9	32.2	33.8	64.4	76.1	93.0
Hispanic	2023	52.2	44.4	40.6	29.1	62.3	74.9	86.8
	2024	52.0	43.6	37.2	31.3	65.3	76.8	90.4
	2025	56.4	48.8	41.1	34.1	66.8	82.5	88.5
Asian	2023	78.9	80.0	67.4	31.0	65.0	97.5	96.3
	2024	77.6	79.0	63.5	37.1	68.3	94.8	97.2
	2025	84.0	84.4	77.1	46.5	70.5	98.6	96.1
American Indian or Alaska Native	2023	58.5	41.8	60.7	--- ²	63.1	80.4	100.0
	2024	58.4	48.0	34.6	--- ²	65.4	95.1	89.5
	2025	74.3	79.9	42.9	--- ²	61.7	91.0	89.7
Native Hawaiian or Other Pacific Islander	2023	59.9	47.4	36.1	19.1	62.1	111.3	94.2
	2024	58.9	66.7	43.7	13.3	66.4	57.3	88.9
	2025	62.3	57.5	59.2	39.1	68.1	71.1	94.4
Two or More Races	2023	61.3	52.6	46.3	--- ²	60.3	87.0	91.6
	2024	61.7	54.1	44.6	--- ²	62.3	86.6	92.4
	2025	68.1	62.2	52.1	--- ²	65.3	89.7	96.0
English Learners plus Monitored	2023	30.7	19.9	18.0	28.5	64.6	46.5	79.9
	2024	33.7	19.9	15.8	32.0	66.1	61.0	85.2
	2025	38.2	26.4	17.6	35.6	66.6	66.5	84.2
Economically Disadvantaged	2023	55.7	46.6	41.8	28.3	61.1	84.8	92.4
	2024	55.7	47.5	39.9	32.4	64.2	82.8	93.0
	2025	60.0	53.4	43.7	34.7	65.9	85.8	94.2
Disability-with IEP (Total)	2023	40.5	31.7	24.2	22.1	64.2	63.5	83.2
	2024	36.8	26.1	24.0	25.5	66.2	56.9	82.7
	2025	41.9	32.5	21.9	24.3	66.9	70.0	84.2

¹Indicator Scores do not reflect percentages²--- doesn't meet the minimum n for inclusion in accountability

Note: The English Language Progress Indicator only includes English Learners and does not include English Learners being monitored.

State Assessment Results in Reading/Mathematics Indicator:

The State Assessment Results in Reading/Mathematics Indicator is defined as reaching the desired level of knowledge and skills as measured on state-required academic assessments. It is designed to measure how students achieve on the *Kentucky Academic Standards (KAS)* in reading and mathematics.

The measures used to determine proficiency are:

- Student performance on tests in reading and mathematics
- Reading and mathematics are measured at grades 3-8 and 10 through the KSA and AKSA summative assessments
- Equal weight for reading and mathematics
- Schools earn points based on student performance levels: Novice (0 points); Apprentice (.5 point); Proficient (1 point); and Distinguished (1.25 points)
- Student performance is aggregated to school, district and state levels

Table 6: Number of Schools and Reading/Mathematics Indicator Rating

School Level	Year	Total Number of Schools	Red	Orange	Yellow	Green	Blue
Elementary	2023	719	25	106	174	294	120
	2024	717	37	156	165	249	110
	2025	717	24	136	161	269	127
Middle	2023	318	20	69	74	99	56
	2024	319	19	64	72	115	49
	2025	318	7	50	82	97	82
High	2023	228	18	53	52	79	26
	2024	228	20	50	50	74	34
	2025	228	8	29	42	98	51

Table 7: Number of Schools and Reading/Mathematics Status Level

School Level	Year	Total Number of Schools	Very Low	Low	Medium	High	Very High
Elementary	2023	719	22	191	272	145	89
	2024	717	24	167	265	158	103
	2025	717	18	157	263	154	125
Middle	2023	318	17	102	106	50	43
	2024	319	15	100	86	67	51
	2025	318	10	85	84	69	70
High	2023	228	16	59	89	49	15
	2024	228	18	57	82	57	14
	2025	228	11	37	90	66	24

Table 8: Number of Schools and Reading/Mathematics Change Level

School Level	Year	Total Number of Schools	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
Elementary	2023	717	38	86	65	354	174
	2024	717	75	143	106	294	99
	2025	717	43	143	102	325	104
Middle	2023	317	12	51	58	146	50
	2024	317	13	69	46	152	37
	2025	313	13	38	44	160	58
High	2023	228	11	52	53	63	49
	2024	228	8	37	77	56	50
	2025	228	3	15	49	83	78

Table 9: Number of Districts and Reading/Mathematics Indicator Rating

District Level	Year	Total Number of Districts	Red	Orange	Yellow	Green	Blue
Elementary	2023	172	3	17	51	84	17
	2024	172	6	29	45	76	16
	2025	172	1	19	53	80	19
Middle	2023	172	5	36	42	69	20
	2024	172	4	30	44	73	21
	2025	172	1	26	43	69	33
High	2023	168	10	42	35	62	19
	2024	168	9	43	34	60	22
	2025	168	3	21	27	87	30

Table 10: Number of Districts and Reading/Mathematics Status Level

District Level	Year	Total Number of Districts	Very Low	Low	Medium	High	Very High
Elementary	2023	172	1	49	84	27	11
	2024	172	2	36	87	36	11
	2025	172	1	32	89	34	16
Middle	2023	172	4	56	65	31	16
	2024	172	2	54	58	39	19
	2025	172	0	49	53	43	27
High	2023	168	6	47	70	33	12
	2024	168	6	45	68	41	8
	2025	168	0	30	76	50	12

Table 11: Number of Districts and Reading/Mathematics Change Level

District Level	Year	Total Number of Districts	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
Elementary	2023	172	3	14	21	109	25
	2024	172	11	24	40	79	18
	2025	172	6	16	35	100	15
Middle	2023	172	5	26	31	87	23
	2024	172	5	26	27	97	17
	2025	172	3	19	27	100	23
High	2023	168	8	38	38	50	34
	2024	168	6	26	59	41	36
	2025	168	3	11	33	68	53

State Assessment Results in Science/Social Studies/Writing Indicator:

The State Assessment Results in Science/Social Studies/Writing Indicator is defined as reaching the desired level of knowledge and skills as measured on state-required academic assessments. It is designed to measure how students achieve on the *Kentucky Academic Standards (KAS)* in science, social studies and writing.

The measures used to determine the separate academic indicator are:

- Student performance on tests in science (grades 4, 7 and 11), and social studies and writing (grades 5, 8 and 11). The student performance level for writing combines student performance on editing and mechanics and on demand writing.
- Science, social studies and combined writing are weighted equally
- Schools earn points based on student performance levels: Novice (0 points); Apprentice (.5 point); Proficient (1 point); and Distinguished (1.25 points)
- Student performance is aggregated to school, district and state levels

Table 12: Number of Schools and Science/Social Studies/Writing Indicator Rating

School Level	Year	Total Number of Schools	Red	Orange	Yellow	Green	Blue
Elementary	2023	699	29	115	125	276	154
	2024	702	56	180	125	230	111
	2025	692	32	147	136	244	133
Middle	2023	312	22	59	59	112	60
	2024	313	22	52	77	107	55
	2025	311	10	39	64	110	88
High	2023	225	10	50	55	70	40
	2024	228	14	67	44	67	36
	2025	226	12	35	49	70	60

Table 13: Number of Schools and Science/Social Studies/Writing Status Level

School Level	Year	Total Number of Schools	Very Low	Low	Medium	High	Very High
Elementary	2023	699	26	135	276	150	112
	2024	702	31	128	277	140	126
	2025	692	24	117	278	141	132
Middle	2023	312	15	82	104	75	36
	2024	313	14	73	103	81	42
	2025	311	7	62	91	85	66
High	2023	225	12	68	68	54	23
	2024	228	15	64	63	58	28
	2025	226	11	48	72	49	46

Table 14: Number of Schools and Science/Social Studies/Writing Change Level

School Level	Year	Total Number of Schools	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
Elementary	2023	691	31	105	75	314	166
	2024	695	108	169	81	264	73
	2025	692	76	130	93	319	74
Middle	2023	307	14	61	38	127	67
	2024	310	22	63	48	116	61
	2025	305	14	46	35	115	95
High	2023	225	11	43	37	85	49
	2024	225	10	59	56	60	40
	2025	226	9	32	35	94	56

Table 15: Number of Districts and Science/Social Studies/Writing Indicator Rating

District Level	Year	Total Number of Districts	Red	Orange	Yellow	Green	Blue
Elementary	2023	172	2	26	22	100	22
	2024	172	9	55	25	65	18
	2025	172	2	35	35	79	21
Middle	2023	172	7	34	24	83	24
	2024	171	10	27	45	63	26
	2025	171	6	20	35	76	34
High	2023	165	6	35	39	58	27
	2024	168	4	50	41	45	28
	2025	167	5	29	39	62	32

Table 16: Number of Districts and Science/Social Studies/Writing Status Level

District Level	Year	Total Number of Districts	Very Low	Low	Medium	High	Very High
Elementary	2023	172	1	24	100	31	16
	2024	172	3	30	92	29	18
	2025	172	1	21	97	33	20
Middle	2023	172	3	47	69	41	12
	2024	171	8	35	67	46	15
	2025	171	1	35	61	48	26
High	2023	165	4	53	55	37	16
	2024	168	2	54	52	39	21
	2025	167	2	43	60	35	27

Table 17: Number of Districts and Science/Social Studies/Writing Change Level

District Level	Year	Total Number of Districts	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
Elementary	2023	171	4	20	18	105	24
	2024	172	17	49	29	64	13
	2025	172	8	29	35	88	12
Middle	2023	172	7	23	25	78	39
	2024	171	8	33	30	65	35
	2025	171	7	24	21	77	42
High	2023	165	8	31	24	63	39
	2024	165	6	40	49	40	30
	2025	167	6	27	25	77	32

English Language Progress Indicator:

Progress of English learners in grades 1-12 on an English language proficiency exam that includes speaking, listening, reading and writing in English.

Table 18: Number of Schools and English Language Progress Indicator Rating

School Level	Year	Total Number of Schools	Red	Orange	Yellow	Green	Blue
Elementary	2023	182	2	9	11	56	104
	2024	194	8	37	52	37	60
	2025	205	9	42	41	48	65
Middle	2023	50	8	15	11	9	7
	2024	55	6	13	9	16	11
	2025	58	3	6	9	26	14
High	2023	45	1	15	11	15	3
	2024	53	0	13	8	25	7
	2025	62	1	11	13	21	16

Table 19: Number of Schools and English Language Progress Status Level

School Level	Year	Total Number of Schools	Very Low	Low	Medium	High	Very High
Elementary	2023	182	1	3	30	49	99
	2024	194	1	7	50	52	84
	2025	205	1	11	59	55	79
Middle	2023	50	7	18	12	12	1
	2024	55	6	15	15	17	2
	2025	58	3	7	19	26	3
High	2023	45	0	17	16	12	0
	2024	53	0	13	15	25	0
	2025	62	0	10	19	26	7

Table 20: Number of Schools and English Language Progress Change Level

School Level	Year	Total Number of Schools	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
Elementary	2023	158	8	9	2	99	40
	2024	173	65	38	4	58	8
	2025	185	50	40	8	84	3
Middle	2023	38	3	10	5	11	9
	2024	49	3	9	11	12	14
	2025	53	2	2	13	19	17
High	2023	37	2	10	7	9	9
	2024	44	0	13	6	17	8
	2025	52	1	11	6	18	16

Table 21: Number of Districts and English Language Progress Indicator Rating

District Level	Year	Total Number of Districts	Red	Orange	Yellow	Green	Blue
Elementary	2023	51	3	2	2	21	23
	2024	51	5	12	8	11	15
	2025	49	1	9	8	19	12
Middle	2023	26	4	9	4	6	3
	2024	26	5	9	1	8	3
	2025	26	1	2	4	13	6
High	2023	24	0	6	9	7	2
	2024	28	2	7	2	14	3
	2025	33	1	6	8	11	7

Table 22: Number of Districts and English Language Progress Status Level

District Level	Year	Total Number of Districts	Very Low	Low	Medium	High	Very High
Elementary	2023	51	0	5	8	17	21
	2024	51	0	5	15	12	19
	2025	49	0	1	18	15	15
Middle	2023	26	4	10	9	3	0
	2024	26	5	8	5	7	1
	2025	26	1	3	7	13	2
High	2023	24	0	9	9	6	0
	2024	28	1	7	7	12	1
	2025	33	0	8	8	13	4

Table 23: Number of Districts and English Language Progress Change Level

District Level	Year	Total Number of Districts	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
Elementary	2023	48	3	1	0	38	6
	2024	47	14	13	3	12	5
	2025	48	9	11	3	23	2
Middle	2023	20	1	4	5	4	6
	2024	24	2	6	7	5	4
	2025	23	1	2	2	7	11
High	2023	20	1	2	5	5	7
	2024	24	1	6	3	11	3
	2025	28	3	4	4	9	8

Quality of School Climate and Safety Indicator:

The Quality of School Climate and Safety Indicator is designed to measure the school environment. Perception data from student surveys are used to measure insight of the school environment.

Table 24: Number of Schools and Quality of School Climate and Safety Indicator Rating

School Level	Year	Total Number of Schools	Red	Orange	Yellow	Green	Blue
Elementary	2023	719	15	157	146	281	120
	2024	717	19	155	152	228	163
	2025	717	7	146	159	238	167
Middle	2023	318	13	99	68	104	34
	2024	319	10	52	67	145	45
	2025	318	4	28	62	168	56
High	2023	228	6	46	52	94	30
	2024	228	2	16	36	130	44
	2025	228	0	13	20	119	76

Table 25: Number of Schools and Quality of School Climate and Safety Status Level

School Level	Year	Total Number of Schools	Very Low	Low	Medium	High	Very High
Elementary	2023	719	7	164	205	244	99
	2024	717	9	178	185	206	139
	2025	717	7	170	182	188	170
Middle	2023	318	12	97	91	99	19
	2024	319	12	73	95	104	35
	2025	318	5	44	94	130	45
High	2023	228	1	53	104	46	24
	2024	228	2	23	104	60	39
	2025	228	0	9	82	71	66

Table 26: Number of Schools and Quality of School Climate and Safety Change Level

School Level	Year	Total Number of Schools	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
Elementary	2023	717	25	129	202	281	80
	2024	717	22	121	211	257	106
	2025	717	17	107	213	291	89
Middle	2023	317	13	71	105	98	30
	2024	317	7	36	84	141	49
	2025	313	7	32	59	167	48
High	2023	227	11	25	68	99	24
	2024	228	3	19	32	138	36
	2025	228	5	11	35	132	45

Table 27: Number of Districts and Quality of School Climate and Safety Indicator Rating

District Level	Year	Total Number of Districts	Red	Orange	Yellow	Green	Blue
Elementary	2023	172	2	25	38	81	26
	2024	172	1	27	33	79	32
	2025	172	1	25	32	74	40
Middle	2023	172	5	46	45	67	9
	2024	172	5	18	36	94	19
	2025	172	2	11	27	108	24
High	2023	168	7	31	36	69	25
	2024	168	1	11	28	95	33
	2025	168	0	7	19	87	55

Table 28: Number of Districts and Quality of School Climate and Safety Status Level

District Level	Year	Total Number of Districts	Very Low	Low	Medium	High	Very High
Elementary	2023	172	1	28	55	74	14
	2024	172	0	28	48	69	27
	2025	172	1	26	47	62	36
Middle	2023	172	6	43	59	62	2
	2024	172	5	29	58	71	9
	2025	172	2	15	55	83	17
High	2023	168	1	35	75	37	20
	2024	168	1	18	72	47	30
	2025	168	0	4	58	58	48

Table 29: Number of Districts and Quality of School Climate and Safety Change Level

District Level	Year	Total Number of Districts	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
Elementary	2023	172	2	15	73	65	17
	2024	172	1	21	58	70	22
	2025	172	0	20	61	74	17
Middle	2023	172	4	33	67	59	9
	2024	172	2	15	35	94	26
	2025	172	2	15	33	100	22
High	2023	167	11	18	48	70	20
	2024	168	1	15	26	101	25
	2025	168	4	8	28	94	34

Postsecondary Readiness Indicator (High School Only):

The Postsecondary Readiness Indicator gives students flexibility on how they demonstrate either academic or career readiness. Points for this indicator are earned when students meet expectations for either academic or career readiness by:

- Meeting or exceeding a college readiness benchmark score on the college admissions examination or a college placement examination approved by the Kentucky Council on Postsecondary Education;
- Achieving a minimum of three hours of dual credit by completing a course approved by the KBE or qualifying for a minimum of three hours of postsecondary articulated credit associated with a statewide articulation agreement;
- Achieving a benchmark score on an Advanced Placement, International Baccalaureate, Cambridge Advanced International or other nationally recognized exam approved by the KBE that generally qualifies the student for three or more hours of college credit;
- Completing a required number of hours or achieving a benchmark within an apprenticeship, cooperative or internship that is aligned with a credential or associate degree and approved by the KBE after receiving input from the LSAC; or
- Achieving any industry-recognized certifications, licensures or credentials, with more weight in accountability for industry-recognized certifications, licensures or credentials identified as high demand.

Table 30: Number of Schools and Postsecondary Readiness Indicator Rating

School Level	Year	Total Number of Schools	Red	Orange	Yellow	Green	Blue
High	2023	226	2	16	27	91	90
	2024	225	6	22	29	94	74
	2025	226	6	19	18	64	119

Table 31: Number of Schools and Postsecondary Readiness Status Level

School Level	Year	Total Number of Schools	Very Low	Low	Medium	High	Very High
High	2023	226	5	23	67	61	70
	2024	225	1	15	53	74	82
	2025	226	2	9	38	52	125

Table 32: Number of Schools and Postsecondary Readiness Change Level

School Level	Year	Total Number of Schools	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
High	2023	226	3	14	19	128	62
	2024	223	33	22	28	121	19
	2025	223	16	27	25	135	20

Table 33: Number of Districts and Postsecondary Readiness Indicator Rating

District Level	Year	Total Number of Districts	Red	Orange	Yellow	Green	Blue
High	2023	166	2	12	15	77	60
	2024	164	5	17	24	77	41
	2025	167	5	11	19	56	76

Table 34: Number of Districts and Postsecondary Readiness Status Level

District Level	Year	Total Number of Districts	Very Low	Low	Medium	High	Very High
High	2023	166	3	14	53	53	43
	2024	164	0	13	42	54	55
	2025	167	2	8	35	42	80

Table 35: Number of Districts and Postsecondary Readiness Change Level

District Level	Year	Total Number of Districts	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
High	2023	166	3	9	14	93	47
	2024	162	23	23	19	86	11
	2025	163	11	18	16	104	14

Graduation Rate Indicator (High School Only):

The Graduation Rate Indicator includes a 4-year and 5-year adjusted cohort graduation rate. Both the 4-year and 5-year adjusted cohort formula uses the number of students who graduate in four and five years divided by the number of students who form the adjusted cohort for the graduating class. The 5-year rate recognizes the persistence of students and educators in completing the requirements for a Kentucky high school diploma. Kentucky's Graduation Rate indicator averages the 4- and 5-year rates.

Table 36: Number of Schools and Graduation Indicator Rating

School Level	Year	Total Number of Schools	Red	Orange	Yellow	Green	Blue
High	2023	228	4	30	52	103	39
	2024	228	4	18	39	125	42
	2025	228	2	6	28	119	73

Table 37: Number of Schools and Graduation Indicator Status Level

School Level	Year	Total Number of Schools	Very Low	Low	Medium	High	Very High
High	2023	228	11	43	64	80	30
	2024	228	5	29	64	98	32
	2025	228	2	14	50	102	60

Table 38: Number of Schools and Graduation Indicator Change Level

School Level	Year	Total Number of Schools	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
High	2023	228	1	17	72	113	25
	2024	228	2	6	85	110	25
	2025	228	2	2	60	136	28

Table 39: Number of Districts and Graduation Indicator Rating

District Level	Year	Total Number of Districts	Red	Orange	Yellow	Green	Blue
High	2023	168	4	22	37	80	25
	2024	168	3	17	28	99	21
	2025	168	2	5	21	92	48

Table 40: Number of Districts and Graduation Indicator Status Level

District Level	Year	Total Number of Districts	Very Low	Low	Medium	High	Very High
High	2023	168	4	41	51	56	16
	2024	168	3	28	50	72	15
	2025	168	1	11	46	71	39

Table 41: Number of Districts and Graduation Indicator Change Level

District Level	Year	Total Number of Districts	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
High	2023	168	1	12	49	85	21
	2024	168	3	7	53	89	16
	2025	168	3	1	37	103	24

FEDERAL REPORTING

KDE is required under federal and state law to identify schools for Targeted Support and Improvement (TSI), Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI).

Comprehensive Support and Improvement (CSI)

Schools have been identified for CSI I or CSI II based on the 2024-2025 school year data and will be identified annually for CSI I or CSI II. Schools that were federally classified as CSI previously and failed to meet exit criteria will remain in CSI status for the 2025-2026 school year. Schools that met exit criteria are no longer identified.

Targeted Support and Improvement (TSI)

Schools are identified as TSI when one or more of the same subgroups perform as poorly as all students in any of the lowest performing 5% of Title I schools or non-Title I schools by level (elementary, middle or high school), for three consecutive years. Please note that identification in fall of 2025 is based on 2022-2023, 2023-2024 and 2024-2025 school year data.

Additional Targeted Support and Improvement (ATSI)

Schools that were identified for TSI in the immediately preceding year and continue to have an underperforming subgroup of students have been identified for ATSI based on the 2024-2025 school year data. Some schools did not meet criteria to exit ATSI status.

Table 42: Federal Classifications¹

School Level	Year	Total Number of Schools	Total Number of Title I Schools	Total Schools identified for CSI (CSI I, CSI II and CSI III)	Total Schools identified for TSI	Total Schools identified for ATSI
Elementary	2023	719	659	17	86	0
	2024	717	662	11	54	0
	2025	717	665	33 ²	25	31 ³
Middle	2023	318	246	8	95	0
	2024	319	245	6	59	0
	2025	318	245	14 ²	5	52 ³
High	2023	228	111	3	43	0
	2024	228	114	3	27	0
	2025	228	112	6 ²	9	19 ³
Total	2023	1,265	1,016	28	224	0
	2024	1,264	1,021	20	140	0
	2025	1,263	1,022	53 ²	39	102 ³

¹ Identification of Federal Classifications is determined by the Federal Overall Score that uses an average of three years of Change data to calculate each Indicator Score.

² Schools identified for CSI in 2025 include newly classified schools and schools that were identified in previous years and did not meet exit criteria. New CSI identification did not occur in 2023 or 2024.

³ 2025 is an ATSI Identification year. New ATSI identification did not occur in 2023 or 2024.

STATE TESTING RESULTS

Kentucky administers state tests known as the Kentucky Summative Assessments (KSA) and the Alternate Kentucky Summative Assessments (AKSA). The tests were developed by Kentucky teachers and align with the *Kentucky Academic Standards* in each content area.

All students in grades 3 through 8 and 10 take reading and mathematics tests in the spring of each year. The other subjects are tested once per level (science in grades 4, 7 and 11; social studies, editing and mechanics and on-demand writing in grades 5, 8 and 11).

Students with disabilities who qualify take AKSA tests. English learners take ACCESS 2.0, which serves as the basis for English proficiency determinations.

The tables below contain the participation rates and the percentage of students performing at the proficient/distinguished level on KSA tests by level. The goal is to move all students to a higher performance category and ultimately to the proficient performance level or above on KSA and AKSA tests. Student performance on these tests serves as the basis for several indicators in Kentucky's accountability system.

Table 43: Percentage of Students Performing at Proficient/Distinguished Levels

Content Area	Year	Elementary	Middle	High
Reading	2022	45	44	44
	2023	47	45	44
	2024	47	45	45
	2025	49	47	46
Mathematics	2022	38	37	36
	2023	42	37	33
	2024	42	39	35
	2025	43	41	40
Science*	2022	29	22	14
	2023	35	23	10
	2024	34	22	6
	2025	37	29	21
Social Studies	2022	37	36	34
	2023	42	34	37
	2024	39	35	37
	2025	38	39	38
Editing and Mechanics	2022	47	45	46
	2023	47	49	44
	2024	47	46	44
	2025	47	49	40
Writing On-Demand	2022	32	38	36
	2023	39	44	40
	2024	39	49	42
	2025	38	48	44
Combined Writing	2022	37	39	38
	2023	43	43	41
	2024	43	48	43
	2025	43	48	43

*Science scores reported for 2025 are based on revised standards, a redesigned assessment, and newly established performance levels. As these changes may affect comparability with prior years, science trends should be interpreted with care.

School Performance by Level

Table 44: Elementary School Performance Level Percentages by Content Area

Content Area	Year	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished	Index
Reading	2022	28.0	27.0	28.0	17.0	45.0	62.9
	2023	26.0	27.0	27.0	21.0	47.0	66.0
	2024	25.0	27.0	30.0	18.0	47.0	65.6
	2025	23.0	28.0	30.0	19.0	49.0	67.7
Mathematics	2022	32.0	30.0	28.0	10.0	38.0	55.8
	2023	29.0	29.0	31.0	11.0	42.0	59.3
	2024	27.0	31.0	30.0	12.0	42.0	60.8
	2025	26.0	30.0	31.0	12.0	43.0	61.5
Science*	2022	16.0	55.0	23.0	6.0	29.0	57.6
	2023	16.0	49.0	28.0	7.0	35.0	61.0
	2024	13.0	53.0	28.0	6.0	34.0	62.4
	2025	9.0	53.0	29.0	8.0	37.0	65.9
Social Studies	2022	34.0	29.0	24.0	13.0	37.0	55.0
	2023	32.0	26.0	26.0	16.0	42.0	58.9
	2024	32.0	29.0	25.0	14.0	39.0	56.8
	2025	34.0	28.0	24.0	15.0	38.0	55.7
Editing and Mechanics	2022	23.0	29.0	27.0	20.0	47.0	N/A
	2023	22.0	30.0	26.0	21.0	47.0	N/A
	2024	22.0	31.0	25.0	22.0	47.0	N/A
	2025	25.0	28.0	23.0	24.0	47.0	N/A
Writing On-Demand	2022	23.0	45.0	25.0	8.0	32.0	N/A
	2023	18.0	42.0	28.0	11.0	39.0	N/A
	2024	22.0	40.0	25.0	14.0	39.0	N/A
	2025	22.0	39.0	23.0	15.0	38.0	N/A
Combined Writing	2022	20.0	43.0	30.0	7.0	37.0	60.4
	2023	17.0	41.0	33.0	10.0	43.0	65.4
	2024	19.0	38.0	31.0	12.0	43.0	64.6
	2025	20.0	37.0	30.0	13.0	43.0	64.4

Note: Index values are not reported for Editing & Mechanics and Writing On-Demand individually but are reported for Combined Writing.

*Science scores reported for 2025 are based on revised standards, a redesigned assessment, and newly established performance levels. As these changes may affect comparability with prior years, science trends should be interpreted with care.

Table 45: Middle School Performance Level Percentages by Content

Content Area	Year	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished	Index
Reading	2022	31.0	26.0	28.0	16.0	44.0	60.5
	2023	28.0	27.0	30.0	16.0	45.0	62.8
	2024	30.0	25.0	28.0	18.0	45.0	62.1
	2025	28.0	24.0	28.0	20.0	47.0	64.5
Mathematics	2022	35.0	28.0	28.0	9.0	37.0	53.4
	2023	34.0	29.0	26.0	11.0	37.0	54.1
	2024	32.0	29.0	28.0	11.0	39.0	56.4
	2025	30.0	29.0	29.0	12.0	41.0	58.6
Science*	2022	36.0	42.0	20.0	2.0	22.0	43.5
	2023	30.0	47.0	21.0	2.0	23.0	47.4
	2024	31.0	46.0	20.0	2.0	22.0	46.1
	2025	28.0	44.0	25.0	4.0	29.0	51.4
Social Studies	2022	37.0	27.0	23.0	13.0	36.0	52.4
	2023	43.0	23.0	22.0	13.0	34.0	48.9
	2024	41.0	24.0	22.0	13.0	35.0	50.3
	2025	39.0	22.0	23.0	15.0	39.0	53.5
Editing and Mechanics	2022	26.0	29.0	31.0	15.0	45.0	N/A
	2023	28.0	23.0	35.0	15.0	49.0	N/A
	2024	26.0	28.0	29.0	17.0	46.0	N/A
	2025	26.0	26.0	32.0	17.0	49.0	N/A
Writing On-Demand	2022	27.0	35.0	32.0	6.0	38.0	N/A
	2023	22.0	34.0	36.0	8.0	44.0	N/A
	2024	22.0	29.0	38.0	11.0	49.0	N/A
	2025	24.0	27.0	36.0	12.0	48.0	N/A
Combined Writing	2022	24.0	37.0	33.0	5.0	39.0	58.6
	2023	20.0	36.0	36.0	7.0	43.0	63.6
	2024	20.0	32.0	38.0	9.0	48.0	66.2
	2025	22.0	31.0	37.0	11.0	48.0	65.7

Note: Index values are not reported for Editing & Mechanics and Writing On-Demand individually but are reported for Combined Writing.

*Science scores reported for 2025 are based on revised standards, a redesigned assessment, and newly established performance levels. As these changes may affect comparability with prior years, science trends should be interpreted with care.

Table 46: High School Performance Level Percentages by Content

Content Area	Year	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished	Index
Reading	2022	32.0	25.0	28.0	16.0	44.0	60.0
	2023	28.0	27.0	30.0	15.0	44.0	61.9
	2024	29.0	25.0	30.0	16.0	45.0	62.0
	2025	27.0	27.0	30.0	16.0	46.0	63.4
Mathematics	2022	34.0	30.0	26.0	10.0	36.0	53.3
	2023	36.0	31.0	24.0	9.0	33.0	51.1
	2024	36.0	29.0	24.0	11.0	35.0	52.2
	2025	31.0	29.0	28.0	12.0	40.0	57.7
Science*	2022	45.0	41.0	13.0	1.0	14.0	34.8
	2023	48.0	42.0	10.0	0	10.0	31.6
	2024	48.0	46.0	6.0	0	6.0	28.8
	2025	48.0	31.0	18.0	3.0	21.0	37.1
Social Studies	2022	39.0	27.0	22.0	11.0	34.0	50.0
	2023	36.0	27.0	24.0	13.0	37.0	54.0
	2024	36.0	27.0	23.0	13.0	37.0	53.6
	2025	39.0	24.0	23.0	15.0	38.0	53.1
Editing and Mechanics	2022	26.0	28.0	28.0	18.0	46.0	N/A
	2023	23.0	33.0	30.0	14.0	44.0	N/A
	2024	24.0	32.0	31.0	13.0	44.0	N/A
	2025	29.0	31.0	27.0	13.0	40.0	N/A
Writing On-Demand	2022	24.0	40.0	30.0	6.0	36.0	N/A
	2023	22.0	37.0	33.0	7.0	40.0	N/A
	2024	22.0	36.0	34.0	8.0	42.0	N/A
	2025	20.0	36.0	35.0	9.0	44.0	N/A
Combined Writing	2022	23.0	39.0	33.0	5.0	38.0	59.3
	2023	21.0	38.0	35.0	6.0	41.0	61.9
	2024	20.0	37.0	35.0	8.0	43.0	63.1
	2025	19.0	38.0	35.0	8.0	43.0	63.9

Note: Index values are not reported for Editing & Mechanics and Writing On-Demand individually but are reported for Combined Writing.

*Science scores reported for 2025 are based on revised standards, a redesigned assessment, and newly established performance levels. As these changes may affect comparability with prior years, science trends should be interpreted with care.

Elementary School Participation

Table 47: 2024-2025 Elementary School - Participation Rates by Student Group

Student Groups¹	Reading	Mathematics	Science	Social Studies	Editing & Mechanics	Writing On-Demand
All Students	98.9	98.9	99.0	98.9	97.6	97.6
White	99.6	99.6	99.6	99.5	97.9	97.8
African American	98.2	98.2	98.4	98.3	98.2	98.2
Hispanic	95.3	95.5	96.0	95.6	95.1	95.0
Asian	94.7	95.1	95.0	96.2	95.6	95.6
American Indian or Alaska Native	99.5	99.5	97.7	100.0	98.7	98.7
Native Hawaiian or Other Pacific Islander	98.6	98.6	98.7	99.0	99.0	99.0
Two or More Races	99.6	99.5	99.6	99.2	98.7	98.7
English Learners plus Monitored	92.8	93.0	93.6	93.6	93.1	93.0
Economically Disadvantaged	98.8	98.7	98.8	98.7	97.3	97.3
Disability-with IEP (Total)	99.2	99.1	99.2	98.9	96.9	96.9

¹ Students can be identified for multiple student groups.

Elementary School Performance

Table 48: 2024-2025 Elementary School - Reading Performance Level Percentages by Student Group

Student Groups¹	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished	Index
All Students	23	28	30	19	49	67.7
White	19	27	32	22	54	72.9
African American	40	31	21	7	28	45.9
Hispanic	34	32	24	10	34	52.3
Asian	16	25	33	27	60	78.9
American Indian or Alaska Native	28	27	29	16	46	63.0
Native Hawaiian or Other Pacific Islander	30	29	28	13	41	58.3
Two or More Races	24	29	30	16	46	65.0
English Learners plus Monitored	38	32	23	8	31	48.4
Economically Disadvantaged	28	31	27	13	40	59.2
Disability-with IEP (Total)	39	32	20	10	29	47.5

¹ Students can be identified for multiple student groups.

Table 49: 2024-2025 Elementary School - Mathematics Performance Level Percentages by Student Group

Student Groups¹	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished	Index
All Students	26	30	31	12	43	61.5
White	22	30	34	14	48	66.7
African American	48	30	18	4	21	37.5
Hispanic	38	31	24	6	31	47.9
Asian	15	22	34	28	63	80.7
American Indian or Alaska Native	31	27	28	14	42	59.0
Native Hawaiian or Other Pacific Islander	30	34	27	9	35	54.9
Two or More Races	29	32	29	10	39	57.4
English Learners plus Monitored	40	30	23	7	29	46.0
Economically Disadvantaged	33	32	27	7	34	52.4
Disability-with IEP (Total)	47	29	18	6	24	40.0

¹ Students can be identified for multiple student groups.

Table 50: 2024-2025 Elementary School - Science Performance Level Percentages by Student Group

Student Groups¹	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished	Index
All Students	9	53	29	8	37	65.9
White	7	51	32	10	42	70.2
African American	21	63	14	2	16	48.2
Hispanic	15	61	19	4	23	54.8
Asian	6	48	32	14	46	73.3
American Indian or Alaska Native	9	56	23	12	35	65.7
Native Hawaiian or Other Pacific Islander	19	53	25	3	28	55.1
Two or More Races	10	57	27	6	33	62.8
English Learners plus Monitored	17	63	17	3	20	52.1
Economically Disadvantaged	12	59	24	5	29	59.7
Disability-with IEP (Total)	17	58	19	6	25	55.0

¹ Students can be identified for multiple student groups.

Table 51: 2024-2025 Elementary School - Social Studies Performance Level Percentages by Student Group

Student Groups¹	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished	Index
All Students	34	28	24	15	38	55.7
White	29	28	26	17	43	61.0
African American	56	25	14	5	19	32.6
Hispanic	47	27	18	8	26	41.2
Asian	22	25	26	26	53	71.7
American Indian or Alaska Native	41	24	20	15	35	50.3
Native Hawaiian or Other Pacific Islander	42	27	20	11	31	47.2
Two or More Races	37	30	21	12	33	51.3
English Learners plus Monitored	51	27	16	6	22	37.0
Economically Disadvantaged	42	28	20	10	30	46.2
Disability-with IEP (Total)	55	23	14	8	23	36.1

¹ Students can be identified for multiple student groups.

Table 52: 2024-2025 Elementary School - Editing & Mechanics Performance Level Percentages by Student Group

Student Groups¹	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished
All Students	25	28	23	24	47
White	20	28	25	27	52
African American	44	30	16	10	26
Hispanic	39	31	18	13	31
Asian	15	25	25	35	60
American Indian or Alaska Native	28	30	14	28	42
Native Hawaiian or Other Pacific Islander	25	34	22	20	41
Two or More Races	26	31	23	20	43
English Learners plus Monitored	42	31	17	10	26
Economically Disadvantaged	31	31	21	17	38
Disability-with IEP (Total)	50	27	14	10	24

¹ Students can be identified for multiple student groups.

Table 53: 2024-2025 Elementary School - Writing On-demand Performance Level Percentages by Student Group

Student Groups¹	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished
All Students	22	39	23	15	38
White	19	39	25	17	42
African American	39	40	14	7	21
Hispanic	32	39	19	10	29
Asian	13	30	26	30	56
American Indian or Alaska Native	28	34	26	12	38
Native Hawaiian or Other Pacific Islander	21	29	28	23	51
Two or More Races	24	43	21	13	33
English Learners plus Monitored	36	37	17	9	27
Economically Disadvantaged	28	41	20	10	30
Disability-with IEP (Total)	52	34	9	4	14

¹ Students can be identified for multiple student groups.

Note: Index values are not reported for Editing & Mechanics and Writing On-Demand individually but are reported for Combined Writing.

Table 54: 2024-2025 Elementary School - Combined Writing Performance Level Percentages by Student Group

Student Groups¹	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished	Index
All Students	20	37	30	13	43	64.4
White	17	36	32	15	47	69.1
African American	37	40	18	5	23	44.1
Hispanic	31	39	23	7	30	51.6
Asian	12	27	34	27	60	80.6
American Indian or Alaska Native	27	26	38	9	47	62.5
Native Hawaiian or Other Pacific Islander	19	30	34	18	52	70.9
Two or More Races	22	40	26	11	37	60.5
English Learners plus Monitored	35	37	21	7	28	47.9
Economically Disadvantaged	26	40	25	8	34	55.9
Disability-with IEP (Total)	49	35	13	4	16	34.6

¹ Students can be identified for multiple student groups.

Middle School Participation

Table 55: 2024-2025 Middle School - Participation Rates by Student Group

Student Groups¹	Reading	Mathematics	Science	Social Studies	Editing & Mechanics	Writing On-Demand
All Students	98.7	98.7	98.6	98.4	97.2	97.0
White	99.4	99.3	99.3	99.1	97.5	97.4
African American	97.8	97.8	97.5	97.5	97.2	97.0
Hispanic	95.1	95.1	94.8	95.0	94.7	94.4
Asian	96.4	96.5	96.2	96.7	95.6	95.4
American Indian or Alaska Native	97.2	96.6	94.4	98.2	98.2	98.2
Native Hawaiian or Other Pacific Islander	98.6	98.9	100.0	98.0	97.0	97.0
Two or More Races	99.2	99.1	99.2	98.9	98.7	98.4
English Learners plus Monitored	91.3	91.4	90.8	89.8	89.5	89.1
Economically Disadvantaged	98.5	98.4	98.2	98.1	96.7	96.5
Disability-with IEP (Total)	98.4	98.3	98.1	97.4	95.6	95.4

¹ Students can be identified for multiple student groups.

Middle School Performance

Table 56: 2024-2025 Middle School - Reading Performance Level Percentages by Student Group

Student Groups¹	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished	Index
All Students	28	24	28	20	47	64.5
White	24	24	30	22	52	69.7
African American	47	27	19	8	26	41.6
Hispanic	41	25	22	11	34	49.2
Asian	17	19	29	35	64	82.5
American Indian or Alaska Native	29	32	27	13	40	58.8
Native Hawaiian or Other Pacific Islander	31	26	31	12	43	58.9
Two or More Races	29	27	27	17	44	61.7
English Learners plus Monitored	55	26	15	4	19	33.1
Economically Disadvantaged	35	27	25	13	38	54.8
Disability-with IEP (Total)	54	27	14	5	19	33.6

¹ Students can be identified for multiple student groups.

Table 57: 2024-2025 Middle School - Mathematics Performance Level Percentages by Student Group

Student Groups¹	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished	Index
All Students	30	29	29	12	41	58.6
White	26	28	32	14	46	63.7
African American	50	31	16	3	19	35.1
Hispanic	41	31	22	6	28	45.1
Asian	15	20	32	33	65	82.8
American Indian or Alaska Native	33	36	22	10	32	51.9
Native Hawaiian or Other Pacific Islander	33	32	27	8	35	52.7
Two or More Races	33	31	26	10	36	53.5
English Learners plus Monitored	52	31	14	3	17	33.4
Economically Disadvantaged	37	31	24	7	31	48.6
Disability-with IEP (Total)	50	33	14	4	18	35.0

¹ Students can be identified for multiple student groups.

Table 58: 2024-2025 Middle School - Science Performance Level Percentages by Student Group

Student Groups¹	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished	Index
All Students	28	44	25	4	29	51.4
White	23	44	28	4	33	55.6
African American	47	42	11	0	11	32.2
Hispanic	41	42	16	1	17	38.4
Asian	16	37	37	10	47	67.8
American Indian or Alaska Native	27	51	18	4	22	48.0
Native Hawaiian or Other Pacific Islander	35	41	22	2	24	44.9
Two or More Races	29	46	22	3	26	49.2
English Learners plus Monitored	56	38	6	0	6	25.4
Economically Disadvantaged	35	45	18	2	20	43.1
Disability-with IEP (Total)	51	37	10	1	11	30.4

¹ Students can be identified for multiple student groups.

Table 59: 2024-2025 Middle School - Social Studies Performance Level Percentages by Student Group

Student Groups¹	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished	Index
All Students	39	22	23	15	39	53.5
White	35	22	25	18	43	58.5
African American	61	20	14	5	19	30.6
Hispanic	51	20	19	9	29	41.1
Asian	22	18	30	30	60	76.8
American Indian or Alaska Native	38	24	16	22	38	55.5
Native Hawaiian or Other Pacific Islander	45	23	22	11	33	46.8
Two or More Races	43	24	21	12	33	48.2
English Learners plus Monitored	73	17	8	1	10	18.5
Economically Disadvantaged	48	22	20	10	29	42.8
Disability-with IEP (Total)	66	20	10	4	13	24.6

¹ Students can be identified for multiple student groups.

Table 60: 2024-2025 Middle School - Editing & Mechanics Performance Level Percentages by Student Group

Student Groups¹	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished
All Students	26	26	32	17	49
White	22	25	34	19	54
African American	43	29	22	6	28
Hispanic	38	27	26	9	35
Asian	16	21	34	29	63
American Indian or Alaska Native	27	33	25	15	40
Native Hawaiian or Other Pacific Islander	25	38	28	8	36
Two or More Races	25	30	30	15	45
English Learners plus Monitored	63	24	11	1	13
Economically Disadvantaged	33	28	28	11	39
Disability-with IEP (Total)	57	26	14	3	17

¹ Students can be identified for multiple student groups.

Table 61: 2024-2025 Middle School - Writing On-demand Performance Level Percentages by Student Group

Student Groups¹	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished
All Students	24	27	36	12	48
White	19	27	40	14	54
African American	45	31	20	4	24
Hispanic	36	28	29	6	36
Asian	13	21	40	25	65
American Indian or Alaska Native	24	35	29	13	42
Native Hawaiian or Other Pacific Islander	21	36	36	6	42
Two or More Races	26	29	36	10	46
English Learners plus Monitored	56	29	14	2	15
Economically Disadvantaged	31	30	31	8	39
Disability-with IEP (Total)	57	30	11	1	13

¹ Students can be identified for multiple student groups.

Note: Index values are not reported for Editing & Mechanics and Writing On-Demand individually but are reported for Combined Writing.

Table 62: 2024-2025 Middle School - Combined Writing Performance Level Percentages by Student Group

Student Groups¹	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished	Index
All Students	22	31	37	11	48	65.7
White	17	30	40	13	53	71.1
African American	42	35	20	3	24	41.7
Hispanic	33	32	29	6	35	52.0
Asian	12	23	41	24	65	82.2
American Indian or Alaska Native	20	38	31	11	42	63.6
Native Hawaiian or Other Pacific Islander	21	37	35	6	41	61.6
Two or More Races	23	32	36	9	45	63.3
English Learners plus Monitored	55	32	12	1	13	29.3
Economically Disadvantaged	28	34	31	7	38	56.5
Disability-with IEP (Total)	54	35	10	1	11	28.8

¹ Students can be identified for multiple student groups.

High School Participation

Table 63: 2024-2025 High School - Participation Rates by Student Group

Student Groups¹	Reading	Mathematics	Science	Social Studies	Editing & Mechanics	Writing On-Demand
All Students	97.2	97.0	97.4	97.2	95.9	95.4
White	98.6	98.5	98.5	98.3	96.8	96.3
African American	93.3	92.8	93.9	93.5	93.3	92.1
Hispanic	91.8	91.6	93.6	93.3	92.8	92.0
Asian	96.9	97.0	97.5	97.5	96.6	96.2
American Indian or Alaska Native	97.3	98.7	96.7	96.7	95.0	95.0
Native Hawaiian or Other Pacific Islander	94.3	94.3	97.7	96.5	91.9	91.9
Two or More Races	97.4	97.0	96.8	96.8	96.3	95.8
English Learners plus Monitored	84.9	84.5	87.9	87.3	87.0	86.0
Economically Disadvantaged	96.4	96.1	96.4	96.1	94.8	94.2
Disability-with IEP (Total)	96.2	95.7	96.3	96.0	94.6	93.9

¹ Students can be identified for multiple student groups.

High School Performance

Table 64: 2024-2025 High School - Reading Performance Level Percentages by Student Group

Student Groups¹	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished	Index
All Students	27	27	30	16	46	63.4
White	23	26	33	18	51	68.7
African American	46	29	19	6	25	41.3
Hispanic	40	27	25	9	33	48.7
Asian	17	20	30	33	63	81.6
American Indian or Alaska Native	22	26	41	12	53	68.6
Native Hawaiian or Other Pacific Islander	25	38	24	13	37	59.2
Two or More Races	28	28	29	15	44	61.5
English Learners plus Monitored	67	25	8	1	9	21.3
Economically Disadvantaged	35	29	27	10	36	53.3
Disability-with IEP (Total)	56	30	12	3	15	30.3

¹ Students can be identified for multiple student groups.

Table 65: 2024-2025 High School - Mathematics Performance Level Percentages by Student Group

Student Groups¹	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished	Index
All Students	31	29	28	12	40	57.7
White	26	28	31	14	45	62.9
African American	51	30	15	4	19	35.1
Hispanic	41	32	21	6	27	44.4
Asian	17	19	28	37	65	83.0
American Indian or Alaska Native	26	34	30	11	41	60.1
Native Hawaiian or Other Pacific Islander	35	29	27	10	37	53.6
Two or More Races	33	31	27	9	36	53.8
English Learners plus Monitored	60	29	9	2	10	25.5
Economically Disadvantaged	39	32	23	6	29	46.8
Disability-with IEP (Total)	55	31	11	2	13	29.5

¹ Students can be identified for multiple student groups.

Table 66: 2024-2025 High School - Science Performance Level Percentages by Student Group

Student Groups¹	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished	Index
All Students	48	31	18	3	21	37.1
White	43	33	21	3	24	41.4
African American	72	22	6	0	6	17.4
Hispanic	61	27	11	1	12	26.0
Asian	31	29	30	10	40	57.4
American Indian or Alaska Native	55	28	13	3	17	31.7
Native Hawaiian or Other Pacific Islander	48	36	14	1	15	33.8
Two or More Races	51	31	17	2	19	34.7
English Learners plus Monitored	85	13	2	0	2	8.4
Economically Disadvantaged	58	28	13	1	14	28.2
Disability-with IEP (Total)	74	20	5	0	6	16.1

¹ Students can be identified for multiple student groups.

Table 67: 2024-2025 High School - Social Studies Performance Level Percentages by Student Group

Student Groups¹	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished	Index
All Students	39	24	23	15	38	53.1
White	34	24	25	17	42	58.1
African American	61	21	13	5	18	29.8
Hispanic	49	24	18	8	27	40.8
Asian	22	20	28	31	59	76.3
American Indian or Alaska Native	47	28	18	7	25	40.8
Native Hawaiian or Other Pacific Islander	38	27	20	15	35	52.6
Two or More Races	41	26	22	12	34	49.4
English Learners plus Monitored	77	17	5	1	6	14.6
Economically Disadvantaged	48	24	19	9	28	42.0
Disability-with IEP (Total)	70	18	9	3	12	21.8

¹ Students can be identified for multiple student groups.

Table 68: 2024-2025 High School - Editing & Mechanics Performance Level Percentages by Student Group

Student Groups¹	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished
All Students	29	31	27	13	40
White	24	31	30	15	45
African American	49	32	15	3	18
Hispanic	42	32	19	6	25
Asian	19	23	34	24	58
American Indian or Alaska Native	41	31	20	8	29
Native Hawaiian or Other Pacific Islander	26	35	26	14	40
Two or More Races	29	34	28	10	38
English Learners plus Monitored	74	22	4	0	4
Economically Disadvantaged	37	34	22	7	29
Disability-with IEP (Total)	62	26	9	2	12

¹ Students can be identified for multiple student groups.

Table 69: 2024-2025 High School - Writing On-demand Performance Level Percentages by Student Group

Student Groups¹	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished
All Students	20	36	35	9	44
White	17	35	38	11	48
African American	36	41	20	3	24
Hispanic	30	36	28	6	34
Asian	11	28	42	19	61
American Indian or Alaska Native	22	44	29	5	34
Native Hawaiian or Other Pacific Islander	19	35	35	12	47
Two or More Races	22	38	32	8	40
English Learners plus Monitored	51	38	10	0	11
Economically Disadvantaged	26	39	29	6	35
Disability-with IEP (Total)	51	39	9	1	10

¹ Students can be identified for multiple student groups.

Note: Index values are not reported for Editing & Mechanics and Writing On-Demand individually but are reported for Combined Writing.

Table 70: 2024-2025 High School - Combined Writing Performance Level Percentages by Student Group

Student Groups¹	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished	Index
All Students	19	38	35	8	43	63.9
White	16	36	38	9	48	68.5
African American	35	44	19	3	22	44.1
Hispanic	29	39	27	4	32	52.4
Asian	10	30	43	17	61	79.9
American Indian or Alaska Native	20	47	29	3	32	56.8
Native Hawaiian or Other Pacific Islander	17	38	36	9	44	65.7
Two or More Races	21	40	32	7	39	61.1
English Learners plus Monitored	51	42	6	0	7	27.9
Economically Disadvantaged	25	42	29	5	33	55.1
Disability-with IEP (Total)	50	41	9	1	9	30.0

¹ Students can be identified for multiple student groups.

Graduation Rates

Table 71: 2025 4-Year Graduation Rate Trends by Student Group

Student Groups¹	2021	2022	2023	2024	2025
All Students	90.2	90.1	91.4	92.3	93.5
White	91.6	91.4	92.7	93.3	94.9
African American	83.9	84.9	87.0	88.8	90.9
Hispanic or Latino	83.5	83.3	85.9	88.3	86.0
Asian	95.1	94.3	95.8	95.8	95.9
American Indian or Alaska Native	81.8	89.4	95.2	86.5	93.4
Native Hawaiian or Other Pacific Islander	87.7	94.4	91.7	88.9	92.3
Two or More Races	90.0	89.5	89.8	91.3	94.0
English Learners Plus Monitored	76.2	76.7	78.2	83.3	80.0
Economically Disadvantaged	86.9	88.3	90.0	91.1	92.6
Disability-With IEP (Total)	78.0	79.7	81.0	81.0	83.0

¹ Students can be identified for multiple student groups.

Table 72: 2025 5-Year Graduation Rate Trends by Student Group

Student Groups¹	2021	2022	2023	2024	2025
All Students	92.3	92.0	92.5	93.4	94.2
White	93.8	93.2	93.7	94.6	95.1
African American	85.8	86.7	88.4	89.5	91.3
Hispanic or Latino	86.6	86.3	85.6	87.9	90.6
Asian	95.4	96.3	95.8	97.1	96.7
American Indian or Alaska Native	93.4	83.1	92.5	96.8	88.0
Native Hawaiian or Other Pacific Islander	87.7	89.5	94.4	93.0	93.1
Two or More Races	91.4	92.1	92.6	92.3	93.7
English Learners Plus Monitored	80.4	80.2	80.1	81.1	86.3
Economically Disadvantaged	90.3	90.9	92.0	92.9	93.6
Disability-With IEP (Total)	80.8	82.3	83.2	83.7	83.5

¹ Students can be identified for multiple student groups.

APPENDIX A – 2025 State and Federal Accountability Cut Scores

Overall Rating

School Level	Red	Orange	Yellow	Green	Blue
Elementary Schools	0-37.9	38.0-54.9	55.0-69.9	70.0-82.9	83.0 or more
Middle Schools	0-35.9	36.0-50.9	51.0-63.9	64.0-76.9	77.0 or more
High Schools	0-48.9	49.0-59.9	60.0-70.9	71.0-80.9	81.0 or more

Elementary – Status Level

Indicators	Very Low	Low	Medium	High	Very High
Reading & Mathematics	0-31.9	32.0-53.9	54.0-69.9	70.0-80.9	81.0-125
Science, Social Studies & Writing	0-33.9	34.0-49.9	50.0-66.9	67.0-75.9	76.0-125
English Learner Progress	0-33.9	34.0-47.9	48.0-57.9	58.0-64.9	65.0-140
School Climate & Safety	0-66.9	67.0-73.9	74.0-76.9	77.0-81.9	82.0-100

Middle – Status Level

Indicators	Very Low	Low	Medium	High	Very High
Reading & Mathematics	0-35.9	36.0-54.9	55.0-64.9	65.0-72.9	73.0-125
Science, Social Studies & Writing	0-32.9	33.0-47.9	48.0-58.9	59.0-68.9	69.0-125
English Learner Progress	0-15.9	16.0-23.9	24.0-30.9	31.0-44.9	45.0-140
School Climate & Safety	0-58.9	59.0-63.9	64.0-67.9	68.0-74.9	75.0-100

High – Status Level

Indicators	Very Low	Low	Medium	High	Very High
Reading & Mathematics	0-38.9	39.0-52.9	53.0-64.9	65.0-76.9	77.0-125
Science, Social Studies & Writing	0-31.9	32.0-46.9	47.0-54.9	55.0-62.9	63.0-125
English Learner Progress	0-9.9	10.0-23.9	24.0-30.9	31.0-44.9	45.0-140
School Climate & Safety	0-53.9	54.0-58.9	59.0-63.9	64.0-67.9	68.0-100
Postsecondary Readiness	0-58.9	59.0-75.9	76.0-87.9	88.0-94.9	95.0-125
Graduation	0-85.9	86.0-91.9	92.0-94.9	95.0-97.9	98.0-100

APPENDIX A – 2025 State and Federal Accountability Cut Scores (continued)

Elementary – Change Level

Indicators	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
Reading & Mathematics	-6.1 or less	-6.0 to -2.1	-2.0 to 0.0	0.1 to 6.9	7.0 or more
Science, Social Studies & Writing	-7.1 or less	-7.0 to -2.1	-2.0 to 0.0	0.1 to 8.9	9.0 or more
English Learner Progress	-7.1 or less	-7.0 to -1.1	-1.0 to 0.0	0.1 to 22.9	23.0 or more
School Climate & Safety	-5.1 or less	-5.0 to -2.1	-2.0 to 0.0	0.1 to 3.7	3.8 or more

Middle – Change Level

Indicators	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
Reading & Mathematics	-7.1 or less	-7.0 to -2.1	-2.0 to 0.0	0.1 to 6.2	6.3 or more
Science, Social Studies & Writing	-7.1 or less	-7.0 to -2.1	-2.0 to 0.0	0.1 to 5.9	6.0 or more
English Learner Progress	-15.1 or less	-15.0 to -5.1	-5.0 to 0.0	0.1 to 7.9	8.0 or more
School Climate & Safety	-5.1 or less	-5.0 to -2.1	-2.0 to 0.0	0.1 to 3.9	4.0 or more

High – Change Level

Indicators	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
Reading & Mathematics	-12.1 or less	-12.0 to -5.1	-5.0 to 0.0	0.1 to 6.2	6.3 or more
Science, Social Studies & Writing	-11.1 or less	-11.0 to -3.6	-3.5 to 0.0	0.1 to 6.9	7.0 or more
English Learner Progress	-13.1 or less	-13.0 to -4.1	-4.0 to 0.0	0.1 to 9.5	9.6 or more
School Climate & Safety	-4.1 or less	-4.0 to -2.1	-2.0 to 0.0	0.1 to 3.9	4.0 or more
Postsecondary Readiness	-5.1 or less	-5.0 to -2.1	-2.0 to 0.0	0.1 to 11.9	12.0 or more
Graduation	-5.1 or less	-5.0 to -2.1	-2.0 to 0.0	0.1 to 2.9	3.0 or more

Federal Classification

School Level	Cut Scores
Elementary Schools	0-38.1
Middle Schools	0-37.2
High Schools	0-45.2

APPENDIX B – The ACT

Since 2008, all Kentucky’s public-school juniors have participated in the ACT, which assesses English, mathematics, reading and science and is scored on a scale of 1 to 36. The cost of the exam is paid for by state funds.

Table B1: ACT Subject Area Scores Kentucky Public School Juniors

Year	English	Mathematics	Reading	Science	Composite	Total Tested
2020-21	17.1	17.7	18.5	18.3	18	42,078
2021-22	17.5	17.7	19	18.6	18.3	44,138
2022-23	17.8	17.9	18.9	18.7	18.5	44,449
2023-24	17.4	17.6	18.7	18.6	18.2	46,082
2024-25	17.2	17.5	18.6	18.4	18.1	46,366

Kentucky’s Postsecondary Readiness Indicator includes demonstration of ONE academic/career-readiness component. Students may demonstrate academic readiness at the high school level by meeting a Kentucky Council on Postsecondary Education (CPE) systemwide benchmark for either English (18), mathematics (19) or reading (20) on any administration of the ACT.

Students attending a Kentucky public college or university and who meet the Kentucky systemwide standards of readiness are guaranteed access to credit-bearing college coursework without the need for developmental education or supplemental courses.

Table B2: Percentages of Kentucky Public School Juniors Who Meet CPE Benchmarks for College-Level Readiness

Year	English	Mathematics	Reading
2020-21	42.6	30.0	40.2
2021-22	45.8	30.6	45.1
2022-23	47.8	32.9	44.8
2023-24	44.8	29.7	42.7
2024-25	44.2	30.5	40.9

Appendix C – Kindergarten Readiness

Table C1: Kindergarten Readiness by Group Percentage

Student Group	Kindergarten Ready Percentage				
	2020-2021 [^]	2021-2022	2022-2023	2023-2024	2024-2025
All Students	51.0	53.1	44	46	48
Male	46.6	49.1	40	42	46
Female	55.6	57.4	48	50	51
White (Non-Hispanic)	53.5	54.9	47	49	52
African American	46.0	47.3	34	40	42
Hispanic	31.0	36.8	25	27	29
Asian	62.3	62.9	58	61	60
American Indian/Alaska Native	50.8	51.2	44	35	53
Native Hawaiian/Pacific Islander	44.6	46.5	34	34	36
Two or more races	50.8	52.7	43	45	50
English Learner (EL)	31.7	36.9	25	28	28
Free/Reduced-Price Meals	41.2	43.3	34	37	39
Students with Disabilities	35.0	33.3	31	30	35

[^]Data from 2020-2021 should not be compared to current or prior years' data due to the number of test takers, changes to the assessment window (the state received a waiver for an extended testing window), and modified instructional settings.

*School readiness is defined in 704 KAR 5:070 as “a student entering school is ready to engage in and benefit from early learning experiences that best promote the student’s success.”

*The K screen utilized provides a snapshot of student readiness in the following domains: academic/cognitive, language development, physical development, self-help, and social-emotional. Self-help and social-emotional scales are parent reported and do not figure into readiness scores reported here.

Note: Kindergarten readiness is reported as students who have scored Ready with Interventions, Ready and Ready with Enrichments. Kindergarten Ready percentage includes students who scored Ready and Ready with Enrichments.

Table C2: Kindergarten Readiness by Group Number Tested

Student Group	Number Tested				
	2020-2021 [^]	2021-2022	2022-2023	2023-2024	2024-2025
All Students	47,787	35,560	49,163	48,279	47,380
Male	24,476	18,319	25,373	24,736	24,474
Female	23,302	17,230	23,785	23,534	22,903
White (Non-Hispanic)	35,689	28,325	36,074	35,140	33,684
African American	4,840	2,119	4,843	4,870	4,947
Hispanic	3,700	2,634	4,244	4,243	4,640
Asian	906	507	954	1,006	975
American Indian/Alaska Native	65	43	73	55	75
Native Hawaiian/Pacific Islander	83	43	95	96	88
Two or more races	2,494	1,878	2,874	2,860	2,966
English Learner (EL)	3,772	2,265	3,835	4,336	4,334
Free/Reduced-Price Meals	28,095	22,552	26,871	29,835	30,124
Students with Disabilities	7,173	6,969	7,378	8,717	8,303

[^]Data from 2020-2021 should not be compared to current or prior years' data due to the number of test takers, changes to the assessment window (the state received a waiver for an extended testing window), and modified instructional settings.

*School readiness is defined in 704 KAR 5:070 as, "a student entering school is ready to engage in and benefit from early learning experiences that best promote the student's success."

*The K screen utilized provides a snapshot of student readiness in the following domains: academic/cognitive, language development, physical development, self-help and social-emotional. Self-help and social-emotional scales are parent reported and do not figure into readiness scores reported here.

Note: Kindergarten readiness is reported as students who have scored Ready with Interventions, Ready and Ready with Enrichments. Kindergarten Ready percentage includes students who scored Ready and Ready with Enrichments.

Table C3: Kindergarten Readiness by Prior Setting (parent reported)

Prior Setting ¹	Kindergarten Ready ² Percentage				
	2020-2021 [^]	2021-2022	2022-2023	2023-2024	2024-2025
State Funded Preschool ³	51.4	47.9	44	46	46
Head Start ⁴	47.4	45.5	41	43	42
Child Care ⁵	69.2	70.0	66	67	67
Home ⁶	36.0	44.9	35	34	32
Other ⁷	62.4	65.4	58	60	59
Unknown ⁸	45.3	54.0	41	43	35
Kindergarten ⁹	N/A	N/A	N/A	56	48

[^]Data from 2020-2021 should not be compared to current or prior years' data due to the impact of the pandemic and modified instructional settings.

¹Students can be included in multiple prior settings.

²Kindergarten readiness is reported as students who have scored Ready with Interventions, Ready and Ready with Enrichments. Kindergarten Ready percentage includes students who scored Ready and Ready with Enrichments.

³State Funded Preschool – State funded preschool serving 3- and 4-year-old children; three 3-year-old children qualify based on developmental delay; 4-year-old children qualify based on developmental delay or income

⁴Head Start – federally funded program serving 3- and 4-year-old children; students qualify based on developmental delay and income

⁵Child Care – privately owned, licensed child care facilities and certified homes; usually private pay or subsidized

⁶Home – with parent or guardian

⁷Other – non-licensed child care facilities, baby-sitters, kin care

⁸Unknown – no data gathered from families

⁹Kindergarten – School year 2023-2024 first year of capturing prior year Kindergarten student data

Table C4: Kindergarten Readiness by Prior Setting Number Test (parent reported)

Prior Setting ⁹	Number Tested				
	2020-2021 [^]	2021-2022	2022-2023	2023-2024	2024-2025
State Funded Preschool ¹⁰	18,097	13,327	13,194	15,283	17,539
Head Start ¹¹	6,027	4,546	4,858	4,717	4,842
Child Care ¹²	10,505	6,582	8,490	8,476	8,780
Home ¹³	13,863	8,783	18,046	15,453	14,187
Other ¹⁴	5,124	3,750	4,556	4,692	4,605
Unknown ¹⁵	1,681	4,833	6,324	5,784	1,547
Kindergarten ¹⁶	N/A	N/A	N/A	929	915

[^]Data from 2020-2021 should not be compared to current or prior years' data due to the impact of the pandemic and modified instructional settings.

⁹ Students can be included in multiple prior settings

¹⁰ State Funded Preschool – State funded preschool serving 3- and 4-year-old children; 3-year-old children qualify based on developmental delay; 4-year-old children qualify based on developmental delay or income

¹¹ Head Start – federally funded program serving 3- and 4-year-old children; students qualify based on developmental delay and income

¹² Child Care – privately owned, licensed child care facilities and certified homes; usually private pay or subsidized

¹³ Home – with parent or guardian

¹⁴ Other – non-licensed child care facilities, baby-sitters, kin care

¹⁵ Unknown – no data gathered from families

¹⁶ Kindergarten – School year 2023-2024 first year of capturing prior year Kindergarten student data