

BRIEFING PACKET

STATE RELEASE

2025-2026 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 schools are held accountable for more than test scores. The accountability system measures how well schools support student success across several areas, including performance in core academic subjects, progress toward English language proficiency for multilingual learners, school climate and safety, graduation rates and readiness for life after high school.

Kentucky's accountability system reflects the Commonwealth's commitment to ensuring every student receives a well-rounded education, develops essential knowledge and skills and is prepared for success in college, career and life.

The Kentucky General Assembly revised KRS 158.6455 in 2020, establishing the accountability framework used to report results for the 2025–2026 school year. Under this framework, each accountability indicator is evaluated using two measures:

- **Status:** The school's performance during the current year
- **Change:** The difference between the school's current-year and prior-year performance

Results are reported publicly through a color-coded dashboard designed to help families, educators and communities understand school performance.

State and Federal Accountability Calculations

Kentucky uses separate calculations for state accountability reporting and federal school classifications. Both calculations incorporate Status and Change, but they differ in how Change is calculated and applied.

- **State Change Score:** Compares the current-year Status Score with the prior-year Status Score.
- **Federal Change Score:** Uses three years of Change Scores calculated from current-year and prior-year Status Scores. This provides a more stable view of performance over time.

Indicator Scores are combined to produce an Overall Score for state reporting and a separate Overall Score for federal accountability purposes.

- **State accountability calculations** determine schools' color ratings.
- **Federal accountability calculations** are used to identify schools for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI) and Additional Targeted Support and Improvement (ATSI), as applicable.

Kentucky's accountability system must meet both state statutory requirements and the federal requirements of ESSA. The federal accountability system must meaningfully differentiate among schools and identify those requiring additional support, consistent with Kentucky's approved Consolidated State Plan.

Federal School Identification and Classification

As required by ESSA, schools may receive federal classifications based on performance across the state accountability indicators. These classifications are:

- **Comprehensive Support and Improvement I (CSI I):** Schools among the lowest-performing 5% of schools by level based on overall performance in the state accountability system.
- **CSI II:** High schools with a four-year cohort graduation rate below 80%.
- **CSI III:** Schools previously identified for ATSI that do not meet the exit criteria within three years.
- **Targeted Support and Improvement (TSI):** Schools with one or more student groups that are consistently underperforming.

- **Additional Targeted Support and Improvement (ATSI):** Schools previously identified for TSI that continue to have an underperforming student group whose performance falls below the threshold used to identify the lowest-performing schools.

[House Bill 298 \(2025\)](#) amended KRS 160.346 to require the Kentucky Department of Education (KDE) to identify schools for CSI annually rather than once every three years.

School Identification for the Fall 2026 Data Public Release:

- CSI I and CSI II identifications will occur annually.
- TSI identification will continue to occur annually for schools with consistently underperforming student groups.
- ATSI identification will not occur in 2026. Schools identified for ATSI in 2025 will continue to receive applicable support and monitoring. To exit ATSI status, a school must no longer meet the identification criteria and must demonstrate progress in the overall performance of the identified student group(s). The next scheduled ATSI identification is in 2028.
- The [School Identification Timeline Document](#) outlines the progression of identified schools from the year data was collected and indicates the years counted toward the number of years in which a school must exit before becoming eligible for additional implications.

Funding is not withheld from a school or district because it receives a lower accountability rating. Schools identified for CSI receive additional funding and support from the Kentucky Department of Education to implement research-based strategies intended to improve student outcomes.

Understanding the 2025–2026 Results

The accountability results presented in this packet are based on data from the 2025–2026 school year. State accountability comparisons reflect the difference between current-year and prior-year performance within each indicator. Where comparable data are available, assessment performance may also be compared with results from the 2024–2025 school year.

School accountability for 2025–2026 is based on the following measures established in state law:

Elementary and Middle Levels:

- 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 Rate

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

Each indicator is assigned one of five Status Levels: very high, high, medium, low or very low. Schools also receive one of five Change Levels for each indicator, ranging from increased significantly to declined significantly. For state accountability reporting, an indicator's color rating is determined by the combination of its Status and Change Levels.

Schools, districts and the state receive updated accountability ratings each year when data are released. Indicators and the Overall Performance Ratings are reported using five colors: blue, green, yellow, orange and red, with blue representing the highest performance and red representing the lowest. Because ratings reflect both current performance and improvement over time, schools may earn a particular color rating through different combinations of Status and Change.

Minimum Student Counts

The minimum number of students required for inclusion in accountability calculations remains 30 students for each school level elementary, middle and high and for each applicable student group within an indicator. Very small schools with fewer than 30 students at a school level follow a minimum n-count rule of 10.

Kentucky's accountability system is organized by school level. Schools serving more than one level, such as K–12 schools, receive a separate Overall Performance Rating for each applicable level rather than one rating for the entire school. District and statewide reports also include separate ratings for the elementary, middle and high school levels.

Data Suppression

Publicly reported data are suppressed in accordance with U.S. Department of Education reporting requirements and the Family Educational Rights and Privacy Act (FERPA).

Data are not displayed publicly when results could reveal an individual student's performance. This may occur when all students within a group perform at the same Novice, Apprentice, Proficient or Distinguished performance level or when fewer than three students perform at a particular level. Suppressed data remain available to authorized school and district personnel but are not displayed in public reports.

Overall Performance Ratings

Kentucky's accountability system includes multiple components that work together to produce the scores and ratings required for state and federal reporting.

Indicator Performance Ratings cannot simply be combined to determine a school's Overall Performance Rating. Indicator Scores are weighted and combined to calculate an Overall Score. The Overall Score is then compared with the cut scores recommended by the 2023 Accountability Standards Setting Committee and approved through Kentucky's accountability standard-setting process to determine the Overall Performance Rating.

2025–2026 State Assessments

During the 2025–2026 school year, Kentucky public school students in grades 3–8, 10 and 11 participated in the Kentucky Summative Assessment (KSA) or the Alternate Kentucky Summative Assessment (AKSA), as applicable. These assessments measured student performance in reading, mathematics, science, social studies, editing and mechanics and on-demand writing. Reading and mathematics were assessed annually in grades 3–8 and grade 10. Science was assessed in grades 4, 7 and 11.

Social studies, editing and mechanics and on-demand writing were assessed in grades 5, 8 and 11. The 2025–2026 administration was the final year for the editing and mechanics and on-demand writing assessments. Changes enacted through House Bill 257 take effect beginning with the 2026–2027 school year and do not affect the assessment or accountability results included in the Fall 2026 Public Release.

Kentucky's Transition from ACT to SAT

During the 2025–2026 school year, Kentucky transitioned from the ACT to the SAT as the state-funded college admissions examination for students in grade 11. The SAT measures students' skills in reading, writing and mathematics and provides information about their readiness for education and training after high school. Science-related questions are embedded within the reading, writing and mathematics sections, allowing the SAT to provide an Analysis in Science score.

The SAT was administered digitally through College Board's Bluebook testing application. Kentucky educators, school and district staff and the Kentucky Department of Education worked together to prepare for the transition, including completing technology-readiness activities, participating in training and establishing procedures for test administration and accommodations.

Because the ACT and SAT are different assessments with different content, score scales and college-readiness benchmarks, results from the 2025–2026 SAT administration should not be directly compared with ACT results from prior years. The fall 2026 release is Kentucky's statewide results under the SAT.

KENTUCKY'S ACCOUNTABILITY SYSTEM:

WHAT YOU SHOULD KNOW

1. **The current accountability system is in its final year of full implementation.** The 2025–2026 school year is the final reporting year under this model before the accountability changes established by House Bill 257 begin in 2026–2027. House Bill 257 (2026) establishes changes to Kentucky's assessment and accountability system beginning with the 2026–2027 school year. Those changes do not apply to the 2025–2026 results included in the Fall 2026 Public Release. Readers should use caution when comparing future results with those released in fall 2026 because the calculations and indicators will change.
2. **No new ATSI identification will occur in fall 2026.** Additional Targeted Support and Improvement identification occurs every three years. The most recent identification occurred in 2025, and the next is scheduled for 2028. Schools identified for ATSI in 2025 will continue to receive applicable support and monitoring. A school that remains identified for ATSI and does not meet the required exit criteria may subsequently be identified for CSI III.
3. **CSI identification occurs annually.** House Bill 298 (2025) amended state law to require annual identification of schools for Comprehensive Support and Improvement.
4. **The transition from the ACT to the SAT affects the fall 2026 release.** Kentucky administered the SAT as the state-funded college admissions examination in March 2026. The SAT measures

reading, writing and mathematics and provides an Analysis in Science score based on science-related questions embedded within the assessment. Because the ACT and SAT use different content structures, score scales and benchmarks, 2025–2026 SAT results should not be directly compared with ACT results from prior years.

5. **Accountability results should be examined beyond the color ratings.** Colors provide a high-level summary, but they do not explain every factor influencing a school's performance. Reviewing Indicator Scores, Status and Change results, assessment data, student-group results and other available information provides a more complete understanding of a school's strengths and opportunities for improvement.
6. **The accountability performance standards established in 2023 remain in effect.** In 2023, an Accountability Standard Setting Committee composed of 29 education stakeholders unanimously recommended cut scores for each indicator. These cut scores determine the five Status Levels: very low, low, medium, high and very high—and the five Change Levels: declined significantly, declined, maintained, increased and increased significantly. The standards remained unchanged and were applied to the 2025–2026 accountability results. The 5-by-5 color table combines Status and Change Levels to determine Indicator Performance Ratings. Overall Performance Ratings are based on established Overall Score cut points; no predetermined percentage of schools is required to receive each color.
7. **Indicator and Overall Performance Ratings are reported using five colors.** The colors are red, orange, yellow, green and blue, with red representing the lowest performance and blue representing the highest. Ratings are reported separately for each applicable school level. A school serving multiple levels may receive different ratings for its elementary, middle and high school levels.
8. **Overall Performance Ratings are based on weighted Indicator Scores.** Depending on the school level and available data, the Overall Score may include 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. The indicators are combined using weights approved by the Kentucky Board of Education. Indicator color ratings themselves are not combined to determine the Overall Performance Rating.
9. **Change does not always follow a consistent path.** Student learning and school performance may fluctuate because of differences in student populations, instructional conditions, external influences and individual circumstances. Schools may experience periods of improvement, stability or decline. As Kentucky reports its fourth year of Change results, the Change component continues to have a meaningful effect on Indicator and Overall Performance Ratings.

Noteworthy Results

Assessment Performance

Reading and Mathematics

Reading achievement reached its highest levels in recent years

- Percent proficient/distinguished increased across all grade spans:
 - Elementary Reading: 50% (up from 49% in 2025; up from 45% in 2022)
 - Middle Reading: 48% (up from 47%; up from 44% in 2022)
 - High School Reading: 49% (up from 46%; up from 44% in 2022)
- Fewer students scored at the Novice level in reading across all grade levels from 2022 to 2026
 - Elementary: 28% → 23% (down 5 points)
 - Middle: 31% → 27% (down 4 points)
 - High: 32% → 27% (down 5 points)

Mathematics performance held steady

- Percent proficient/distinguished remained above 2022 levels across all grade spans:
 - Elementary Mathematics: 43% (unchanged from 43% in 2025; up from 38% in 2022)
 - Middle Mathematics: 40% (down from 41% in 2025; up from 37% in 2022)
 - High School Mathematics: 39% (down from 40% in 2025; up from 36% in 2022)
- The percentage of students performing at the Novice level in mathematics declined across all grade levels from 2022 to 2026
 - Elementary: 32% → 27% (down 5 points)
 - Middle: 35% → 31% (down 4 points)
 - High: 34% → 32% (down 2 points)

Science, Social Studies, and Writing

- In science, the percentage of proficient and distinguished students increased at the elementary and high school levels (elementary by 3 percentage points and high by 2 percentage points), while middle school performance decreased by 1 percentage point.
- In social studies, the percentage of proficient and distinguished students remained stable at the elementary and middle school levels (38% and 39%, respectively), while high school performance decreased by 1 percentage point.
- Percent proficient/distinguished in Combined Writing varied by grade span:
 - Elementary Combined Writing: 41% (down from 43% in 2025)
 - Middle Combined Writing: 47% (down from 48%)
 - High School Combined Writing: 45% (up from 43%)
- Science performance continues to increase compared with prior years, particularly at the elementary and high school levels, while social studies performance has remained relatively unchanged across grade spans. Writing performance was mixed across grade levels.

Accountability Performance

Kentucky's results show progress in key areas, alongside a continued need for improvement. Postsecondary readiness and graduation rates improved; however, results in other subjects were mixed, and fewer schools earned the highest overall accountability ratings.

Overall Performance Ratings (Schools)

Fewer schools received Green or Blue overall accountability ratings. The combined number decreased from 296 to 277 in elementary schools, 154 to 118 in middle schools and 132 to 113 in high schools. The percentage receiving these ratings decreased from 41% to 39% in elementary schools, 48% to 37% in middle schools and 58% to 50% in high schools. The decreases in higher-performing schools were mainly due to much lower "change" scores, while "status" scores were similar, with slight differences.

This reflects less improvement from the previous year; although current performance remained relatively similar, overall ratings were lower.

Postsecondary Readiness

Postsecondary readiness was a strength. The statewide Postsecondary Readiness Indicator Score increased from 92.2 to 98.5. The number of high schools receiving a Blue rating increased from 122 to 151, representing 67% of high schools, up from 54% the 3previous year. Schools rated Orange or Red decreased from 20 to 11, while the number in the Very High-Status category increased from 127 to 162.

Graduation Rate

Statewide graduation rates continued to improve. The four-year graduation rate increased from 93.6% to 94.1%, compared with 90.1% in 2022, reaching its highest level in the five years reported. Rates also increased for African American students, from 91.1% to 91.8%; Hispanic students, from 86.2% to 88.2%; economically disadvantaged students, from 92.7% to 93.3% and students with Individual Education Programs (IEPs), from 83.1% to 84.2%. The statewide five-year graduation rate increased from 94.2% to 94.5%, with gains for African American students, from 91.3% to 92.4% and students with IEPs, from 83.5% to 85.2%.

Table 1: 2025-2026 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
	2026	715	35	162	241	179	98
Middle	2023	318	24	78	101	82	33
	2024	319	24	63	113	92	27
	2025	318	10	51	103	99	55
	2026	318	13	64	123	84	34
High	2023	228	14	38	86	64	26
	2024	228	17	44	88	54	25
	2025	228	9	21	66	86	46
	2026	228	9	23	83	75	38

Table 2: 2025-2026 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
	2026	172	6	43	64	47	12
Middle	2023	172	8	44	63	47	10
	2024	172	8	32	76	47	9
	2025	172	1	30	63	59	19
	2026	172	2	38	82	42	8
High	2023	168	5	32	63	51	17
	2024	168	5	36	72	39	16
	2025	168	3	13	57	65	30
	2026	168	3	16	68	61	20

2025-2026 ACCOUNTABILITY INDICATORS AND MEASURES

Accountability for 2025-2026 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: 2025-2026 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
	2026	64.7	65.2	62.0	71.4	77.4
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
	2026	69.1	70.0	66.2	75.3	78.5
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
	2026	46.3	44.1	43.6	69.5	73.2
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
	2026	53.8	52.5	51.0	72.4	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	76.9	79.5	74.9	66.1	76.4
	2026	79.3	83.5	75.8	66.3	77.2
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
	2026	63.1	55.4	68.9	85.9	75.0
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
	2026	59.7	60.2	57.5	59.5	76.1
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
	2026	62.7	62.6	59.8	76.3	75.8

Student Groups¹	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)
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	48.3	47.3	45.3	60.9	74.3
	2026	50.0	48.7	46.5	71.4	75.1
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
	2026	57.0	56.2	54.1	71.5	77.0
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
	2026	44.3	43.6	40.7	53.2	78.3

¹Indicator Scores do not reflect percentages

²---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: 2025-2026 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
	2026	59.1	61.6	57.5	42.8	68.9
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
	2026	63.4	66.7	61.9	41.9	70.1
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
	2026	39.9	39.6	37.6	44.7	64.2
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
	2026	46.0	47.4	43.0	43.1	67.2
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
	2026	77.1	82.7	76.2	40.3	69.3
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
	2026	53.1	55.4	49.7	--- ²	65.7
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
	2026	52.5	55.8	50.7	26.4	68.3
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
	2026	57.1	59.2	54.8	50.6	66.6
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
	2026	31.1	34.7	23.0	42.8	67.0
Economically Disadvantaged	2023	47.6	50.1	46.5	21.1	64.5
	2024	47.8	50.2	45.9	28.7	66.5

Student Groups¹	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)
	2025	52.0	54.2	50.1	35.9	68.5
	2026	49.9	51.5	47.7	41.5	67.9
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
	2026	32.2	34.5	27.3	23.1	71.4

¹Indicator Scores do not reflect percentages

²--- 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: 2025-2026 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	63.9	54.3	35.6	67.3	92.2	94.9
	2026	67.5	61.4	52.2	27.1	67.2	98.5	94.7
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	73.0	69.3	59.4	44.0	68.0	96.3	96.2
	2026	71.7	66.6	57.0	31.2	68.1	101.5	96.1
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	50.5	41.9	32.2	33.8	64.4	76.9	93.2
	2026	51.0	39.2	32.2	29.8	64.1	86.6	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	56.6	48.8	41.1	34.1	66.8	83.7	88.7
	2026	57.4	48.4	38.3	26.6	65.4	93.8	88.0
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	84.2	84.4	77.1	46.5	70.5	99.2	96.3
	2026	81.6	82.3	68.2	23.9	69.7	106.2	95.4
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
	2026	58.7	35.6	63.1	--- ²	68.1	92.1	100.0
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
	2026	62.8	56.0	45.7	0	66.0	101.6	92.1
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	68.3	62.2	52.1	--- ²	65.3	90.5	96.0
	2026	65.8	60.3	49.4	33.5	65.6	94.5	93.9
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	38.5	26.4	17.6	35.6	66.6	68.1	84.4
	2026	42.8	33.0	17.0	27.1	66.4	78.3	81.9
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

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)
	2025	60.1	53.4	43.7	34.7	65.9	86.6	94.4
	2026	60.0	51.1	42.2	26.8	66.0	94.8	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	32.1	21.9	24.3	66.9	70.8	84.2
	2026	44.6	34.7	25.4	18.1	68.3	75.4	86.1

¹Indicator Scores do not reflect percentages

²--- 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	268	128
	2026	715	28	155	185	234	113
Middle	2023	318	20	69	74	99	56
	2024	319	19	64	72	115	49
	2025	318	7	50	82	97	82
	2026	318	18	75	76	86	63
High	2023	228	18	53	52	79	26
	2024	228	20	50	50	74	34
	2025	228	8	29	42	98	51
	2026	228	11	48	46	82	41

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	153	126
	2026	715	15	156	261	161	122
Middle	2023	318	17	102	106	50	43
	2024	319	15	100	86	67	51
	2025	318	10	85	84	69	70
	2026	318	10	82	95	61	70
High	2023	228	16	59	89	49	15
	2024	228	18	57	82	57	14
	2025	228	11	37	90	66	24
	2026	228	12	37	84	68	27

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
	2026	714	73	157	131	289	64
Middle	2023	317	12	51	58	146	50
	2024	317	13	69	46	152	37
	2025	313	13	38	44	160	58
	2026	317	21	82	69	124	21
High	2023	228	11	52	53	63	49
	2024	228	8	37	77	56	50
	2025	228	3	15	49	84	77
	2026	228	8	39	76	68	37

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
	2026	172	6	38	41	76	11
Middle	2023	172	5	36	42	69	20
	2024	172	4	30	44	73	21
	2025	172	1	26	43	69	33
	2026	172	3	45	45	55	24
High	2023	168	10	42	35	62	19
	2024	168	9	43	34	60	22
	2025	168	3	21	27	87	30
	2026	168	5	40	30	67	26

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
	2026	172	0	38	79	40	15
Middle	2023	172	4	56	65	31	16
	2024	172	2	54	58	39	19
	2025	172	0	49	53	43	27
	2026	172	1	46	60	39	26
High	2023	168	6	47	70	33	12
	2024	168	6	45	68	41	8
	2025	168	0	30	76	50	12
	2026	168	2	29	71	51	15

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
	2026	172	11	38	39	75	9
Middle	2023	172	5	26	31	87	23
	2024	172	5	26	27	97	17
	2025	172	3	19	27	100	23
	2026	172	7	44	47	66	8
High	2023	168	8	38	38	50	34
	2024	168	6	26	59	41	36
	2025	168	3	11	34	67	53
	2026	168	7	33	55	47	26

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
	2026	695	44	184	121	218	128
Middle	2023	312	22	59	59	112	60
	2024	313	22	52	77	107	55
	2025	311	10	39	64	110	88
	2026	310	16	66	69	96	63
High	2023	225	10	50	55	70	40
	2024	228	14	67	44	67	36
	2025	226	12	35	48	71	60
	2026	227	11	57	50	62	47

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	142	131
	2026	695	24	123	279	121	148
Middle	2023	312	15	82	104	75	36
	2024	313	14	73	103	81	42
	2025	311	7	62	91	85	66
	2026	310	10	56	109	69	66
High	2023	225	12	68	68	54	23
	2024	228	15	64	63	58	28
	2025	226	11	48	72	49	46
	2026	227	10	58	63	48	48

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
	2026	689	111	165	81	276	56
Middle	2023	307	14	61	38	127	67
	2024	310	22	63	48	116	61
	2025	305	14	46	35	115	95
	2026	309	36	75	39	115	44
High	2023	225	11	43	37	85	49
	2024	225	10	59	56	60	40
	2025	226	9	32	34	95	56
	2026	225	12	47	60	75	31

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
	2026	172	10	53	28	62	19
Middle	2023	172	7	34	24	83	24
	2024	171	10	27	45	63	26
	2025	171	6	20	35	76	34
	2026	171	4	38	40	67	22
High	2023	165	6	35	39	58	27
	2024	168	4	50	41	45	28
	2025	167	5	29	39	62	32
	2026	168	6	44	35	50	33

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
	2026	172	3	29	89	30	21
Middle	2023	172	3	47	69	41	12
	2024	171	8	35	67	46	15
	2025	171	1	35	61	48	26
	2026	171	1	32	69	46	23
High	2023	165	4	53	55	37	16
	2024	168	2	54	52	39	21
	2025	167	2	43	60	35	27
	2026	168	2	46	52	37	31

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
	2026	172	23	42	38	63	6
Middle	2023	172	7	23	25	78	39
	2024	171	8	33	30	65	35
	2025	171	7	24	21	77	42
	2026	171	14	43	25	73	16
High	2023	165	8	31	24	63	39
	2024	165	6	40	49	40	30
	2025	167	6	27	25	77	32
	2026	167	8	33	47	54	25

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
	2026	208	4	28	29	55	92
Middle	2023	50	8	15	11	9	7
	2024	55	6	13	9	16	11
	2025	58	3	6	9	26	14
	2026	59	0	6	6	19	28
High	2023	45	1	15	11	15	3
	2024	53	0	13	8	25	7
	2025	62	1	11	13	21	16
	2026	63	6	18	20	14	5

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
	2026	208	0	6	32	59	111
Middle	2023	50	7	18	12	12	1
	2024	55	6	15	15	17	2
	2025	58	3	7	19	26	3
	2026	59	0	4	11	28	16
High	2023	45	0	17	16	12	0
	2024	53	0	13	15	25	0
	2025	62	0	10	19	26	7
	2026	63	1	15	27	16	4

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
	2026	194	32	38	9	103	12
Middle	2023	38	3	10	5	11	9
	2024	49	3	9	11	12	14
	2025	53	2	2	13	19	17
	2026	53	0	5	10	13	25
High	2023	37	2	10	7	9	9
	2024	44	0	13	6	17	8
	2025	52	1	11	6	18	16
	2026	60	11	16	16	14	3

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
	2026	51	1	9	5	12	24
Middle	2023	26	4	9	4	6	3
	2024	26	5	9	1	8	3
	2025	26	1	2	4	13	6
	2026	27	0	4	2	13	8
High	2023	24	0	6	9	7	2
	2024	28	2	7	2	14	3
	2025	33	1	6	8	11	7
	2026	37	5	11	9	11	1

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
	2026	51	0	3	10	12	26
Middle	2023	26	4	10	9	3	0
	2024	26	5	8	5	7	1
	2025	26	1	3	7	13	2
	2026	27	0	4	2	16	5
High	2023	24	0	9	9	6	0
	2024	28	1	7	7	12	1
	2025	33	0	8	8	13	4
	2026	37	1	10	16	10	0

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
	2026	46	4	10	2	30	0
Middle	2023	20	1	4	5	4	6
	2024	24	2	6	7	5	4
	2025	23	1	2	2	7	11
	2026	25	0	4	5	9	7
High	2023	20	1	2	5	5	7
	2024	24	1	6	3	11	3
	2025	28	3	4	4	9	8
	2026	33	8	7	10	7	1

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
	2026	715	9	121	184	241	160
Middle	2023	318	13	99	68	104	34
	2024	319	10	52	67	145	45
	2025	318	4	28	62	168	56
	2026	318	3	43	53	161	58
High	2023	228	6	46	52	94	30
	2024	228	2	16	36	130	44
	2025	228	0	13	20	119	76
	2026	228	0	12	34	102	80

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
	2026	715	8	166	152	220	169
Middle	2023	318	12	97	91	99	19
	2024	319	12	73	95	104	35
	2025	318	5	44	94	130	45
	2026	318	4	40	92	126	56
High	2023	228	1	53	104	46	24
	2024	228	2	23	104	60	39
	2025	228	0	9	82	71	66
	2026	228	0	6	55	84	83

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
	2026	714	25	117	212	300	60
Middle	2023	317	13	71	105	98	30
	2024	317	7	36	84	141	49
	2025	313	7	32	59	167	48
	2026	317	5	36	104	138	34
High	2023	227	11	25	68	99	24
	2024	228	3	19	32	138	36
	2025	228	5	11	35	132	45
	2026	228	5	21	61	117	24

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
	2026	172	1	18	41	78	34
Middle	2023	172	5	46	45	67	9
	2024	172	5	18	36	94	19
	2025	172	2	11	27	108	24
	2026	172	1	19	24	96	32
High	2023	168	7	31	36	69	25
	2024	168	1	11	28	95	33
	2025	168	0	7	19	87	55
	2026	168	0	9	21	80	58

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
	2026	172	0	25	42	69	36
Middle	2023	172	6	43	59	62	2
	2024	172	5	29	58	71	9
	2025	172	2	15	55	83	17
	2026	172	2	13	58	68	31
High	2023	168	1	35	75	37	20
	2024	168	1	18	72	47	30
	2025	168	0	4	58	58	48
	2026	168	0	4	34	68	62

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
	2026	172	4	23	57	79	9
Middle	2023	172	4	33	67	59	9
	2024	172	2	15	35	94	26
	2025	172	2	15	33	100	22
	2026	172	3	15	53	89	12
High	2023	167	11	18	48	70	20
	2024	168	1	15	26	101	25
	2025	168	4	8	28	94	34
	2026	168	3	17	43	89	16

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	4	16	19	65	122
	2026	227	4	7	22	43	151

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	1	9	35	54	127
	2026	227	3	2	20	40	162

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	12	24	27	140	20
	2026	226	16	23	21	143	23

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	4	10	16	60	77
	2026	167	3	9	18	36	101

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	1	6	38	41	81
	2026	167	1	5	19	31	111

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	9	17	15	109	13
	2026	167	13	19	20	98	17

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	3	4	27	119	75
	2026	228	1	6	14	133	74

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	13	47	104	62
	2026	228	2	8	25	124	69

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	57	139	28
	2026	228	0	3	88	128	9

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	6	17	93	50
	2026	168	0	5	12	98	53

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	12	41	73	41
	2026	168	1	8	22	86	51

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	2	32	107	24
	2026	168	0	4	54	103	7

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 2025-2026 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 2026 is based on 2023-2024, 2024-2025 and 2025-2026 school year data.

Additional Targeted Support and Improvement (ATSI)

Schools were identified for ATSI in fall 2025, and identification will occur every three years thereafter. Kentucky will identify a school for ATSI if it was identified for TSI in the immediately preceding year and has one or more subgroups performing as poorly as all students in any of the lowest-performing 5% of Title I or non-Title I schools at the same level (elementary, middle or high school).

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	30 ³
	2026	715	662	33	33	19
Middle	2023	318	246	8	95	0
	2024	319	245	6	59	0
	2025	318	245	14 ²	5	52 ³
	2026	318	243	14	26	49
High	2023	228	111	3	43	0
	2024	228	114	3	27	0
	2025	228	112	5 ²	9	18 ³
	2026	228	112	6	18	13
Total	2023	1265	1016	28	224	0
	2024	1264	1021	20	140	0
	2025	1263	1022	52 ²	39	100 ³
	2026	1261	1017	53	77	81

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 2026 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 was 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
	2026	50	48	49
Mathematics	2022	38	37	36
	2023	42	37	33
	2024	42	39	35
	2025	43	41	40
	2026	43	40	39
Science	2022	29	22	14
	2023	35	23	10
	2024	34	22	6
	2025	37	29	21
	2026	40	28	23
Social Studies	2022	37	36	34
	2023	42	34	37
	2024	39	35	37
	2025	38	39	38
	2026	38	39	37
Editing and Mechanics	2022	47	45	46
	2023	47	49	44
	2024	47	46	44
	2025	47	49	40
	2026	48	42	40
Writing On-Demand	2022	32	38	36
	2023	39	44	40
	2024	39	49	42
	2025	38	48	44
	2026	35	48	46
Combined Writing	2022	37	39	38
	2023	43	43	41
	2024	43	48	43
	2025	43	48	43
	2026	41	47	45

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
	2026	23.0	27.0	31.0	20.0	50.0	68.7
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
	2026	27.0	30.0	31.0	12.0	43.0	61.0
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
	2026	9.0	51.0	29.0	11.0	40.0	67.7
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
	2026	35.0	28.0	23.0	14.0	38.0	54.9
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
	2026	23.0	28.0	25.0	24.0	48.0	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
	2026	23.0	41.0	19.0	16.0	35.0	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

Content Area	Year	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished	Index
	2025	20.0	37.0	30.0	13.0	43.0	64.4
	2026	21.0	38.0	27.0	14.0	41.0	63.5

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

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
	2026	27.0	24.0	27.0	21.0	48.0	65.6
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
	2026	31.0	29.0	28.0	12.0	40.0	57.6
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
	2026	25.0	46.0	25.0	4.0	28.0	52.5
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
	2026	39.0	22.0	20.0	18.0	39.0	54.4
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
	2026	26.0	32.0	26.0	16.0	42.0	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
	2026	24.0	27.0	37.0	11.0	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
	2026	23.0	30.0	38.0	9.0	47.0	64.6

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

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
	2026	27.0	25.0	32.0	17.0	49.0	65.1
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	57.6
	2026	32.0	29.0	27.0	13.0	39.0	56.9
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	37.2
	2026	50.0	28.0	19.0	4.0	23.0	37.4
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
	2026	39.0	24.0	22.0	15.0	37.0	52.6
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
	2026	27.0	34.0	30.0	9.0	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
	2026	20.0	35.0	35.0	10.0	46.0	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
	2026	19.0	37.0	36.0	9.0	45.0	65.3

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

Elementary School Participation

Table 47: 2025-2026 Elementary School - Participation Rates by Student Group

Student Groups¹	Reading	Mathematics	Science	Social Studies	Editing & Mechanics	Writing On-Demand
All Students	99.5	99.5	99.5	99.5	99.5	99.4
White	99.7	99.7	99.6	99.6	99.6	99.5
African American	99.4	99.4	99.4	99.4	99.4	99.4
Hispanic	99.3	99.3	99.4	99.3	99.2	99.1
Asian	97.1	97.2	97.1	98.1	98.0	98.1
American Indian or Alaska Native	98.8	98.8	98.6	100.0	100.0	100.0
Native Hawaiian or Other Pacific Islander	99.0	99.0	99.2	100.0	100.0	100.0
Two or More Races	99.7	99.7	99.8	99.5	99.5	99.4
English Learners plus Monitored	98.3	98.4	98.4	98.5	98.5	98.4
Economically Disadvantaged	99.5	99.5	99.5	99.5	99.5	99.4
Disability-with IEP (Total)	99.1	99.0	99.1	99.0	98.9	98.8

¹ Students can be identified for multiple student groups.

Elementary School Performance

Table 48: 2025-2026 Elementary School - Reading Performance Level Percentages by Student Group

Student Groups¹	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished	Index
All Students	23	27	31	20	50	68.7
White	19	26	32	23	55	73.8
African American	39	31	22	8	30	47.7
Hispanic	34	30	26	11	37	54.2
Asian	14	23	33	29	62	81.4
American Indian or Alaska Native	27	32	23	17	41	61.2
Native Hawaiian or Other Pacific Islander	25	36	26	14	39	60.5
Two or More Races	23	29	30	17	47	66.3
English Learners plus Monitored	37	31	24	8	32	49.8
Economically Disadvantaged	28	30	28	14	42	60.2
Disability-with IEP (Total)	39	31	20	10	30	48.3

¹ Students can be identified for multiple student groups.

Table 49: 2025-2026 Elementary School - Mathematics Performance Level Percentages by Student Group

Student Groups¹	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished	Index
All Students	27	30	31	12	43	61.0
White	23	30	34	14	48	65.9
African American	47	31	18	4	22	38.0
Hispanic	38	31	24	7	31	48.3
Asian	14	22	36	28	64	82.0
American Indian or Alaska Native	36	26	23	16	38	55.1
Native Hawaiian or Other Pacific Islander	28	35	27	9	36	56.2
Two or More Races	30	31	29	10	39	57.4
English Learners plus Monitored	40	31	22	7	29	46.1
Economically Disadvantaged	34	32	26	7	34	51.8
Disability-with IEP (Total)	48	29	17	6	23	39.1

¹ Students can be identified for multiple student groups.

Table 50: 2025-2026 Elementary School - Science Performance Level Percentages by Student Group

Student Groups¹	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished	Index
All Students	9	51	29	11	40	67.7
White	7	48	32	13	45	71.8
African American	19	63	16	3	19	50.5
Hispanic	14	60	21	5	26	57.3
Asian	6	43	34	17	52	77.4
American Indian or Alaska Native	7	60	19	14	33	66.4
Native Hawaiian or Other Pacific Islander	10	60	25	6	31	61.8
Two or More Races	10	55	27	8	35	64.6
English Learners plus Monitored	15	62	19	4	23	54.8
Economically Disadvantaged	12	57	24	7	31	61.5
Disability-with IEP (Total)	17	58	18	7	25	55.3

¹ Students can be identified for multiple student groups.

Table 51: 2025-2026 Elementary School - Social Studies Performance Level Percentages by Student Group

Student Groups¹	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished	Index
All Students	35	28	23	14	38	54.9
White	30	28	26	16	42	60.0
African American	55	26	15	5	19	33.5
Hispanic	47	27	18	8	26	41.4
Asian	25	24	26	25	51	69.7
American Indian or Alaska Native	30	28	28	15	43	60.1
Native Hawaiian or Other Pacific Islander	40	32	16	12	28	47.0
Two or More Races	38	28	22	11	34	50.5
English Learners plus Monitored	52	26	16	6	21	36.0
Economically Disadvantaged	43	28	20	9	29	45.4
Disability-with IEP (Total)	56	23	13	7	20	34.0

¹ Students can be identified for multiple student groups.

Table 52: 2025-2026 Elementary School - Editing & Mechanics Performance Level Percentages by Student Group

Student Groups¹	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished
All Students	23	28	25	24	48
White	19	28	26	27	54
African American	40	31	19	10	28
Hispanic	38	29	20	13	33
Asian	17	22	25	36	61
American Indian or Alaska Native	28	28	17	28	45
Native Hawaiian or Other Pacific Islander	24	24	27	25	52
Two or More Races	25	30	24	22	46
English Learners plus Monitored	43	30	18	9	27
Economically Disadvantaged	30	31	23	17	39
Disability-with IEP (Total)	49	28	13	10	23

¹ Students can be identified for multiple student groups.

Table 53: 2025-2026 Elementary School - Writing On-Demand Performance Level Percentages by Student Group

Student Groups¹	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished
All Students	23	41	19	16	35
White	20	41	20	18	39
African American	39	41	13	7	20
Hispanic	32	42	15	11	26
Asian	13	35	23	29	52
American Indian or Alaska Native	21	38	21	19	40
Native Hawaiian or Other Pacific Islander	24	40	16	20	36
Two or More Races	25	42	19	15	34
English Learners plus Monitored	35	42	14	9	23
Economically Disadvantaged	29	43	16	12	28
Disability-with IEP (Total)	52	35	8	5	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 54: 2025-2026 Elementary School - Combined Writing Performance Level Percentages by Student Group

Student Groups¹	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished	Index
All Students	21	38	27	14	41	63.5
White	17	38	29	16	45	67.8
African American	37	42	16	6	22	43.9
Hispanic	30	41	21	8	29	51.6
Asian	12	30	32	25	58	79.4
American Indian or Alaska Native	19	38	26	17	43	66.0
Native Hawaiian or Other Pacific Islander	21	39	21	19	40	64.0
Two or More Races	22	39	26	13	39	61.8
English Learners plus Monitored	33	43	18	6	25	47.4
Economically Disadvantaged	26	42	23	9	32	55.2
Disability-with IEP (Total)	48	36	12	4	16	34.7

¹ Students can be identified for multiple student groups.

Middle School Participation

Table 55: 2025-2026 Middle School - Participation Rates by Student Group

Student Groups¹	Reading	Mathematics	Science	Social Studies	Editing & Mechanics	Writing On-Demand
All Students	99.4	99.4	99.3	99.2	99.1	99.0
White	99.5	99.5	99.5	99.3	99.3	99.2
African American	99.0	99.0	98.7	98.6	98.5	98.1
Hispanic	99.2	99.2	99.2	99.0	98.9	98.7
Asian	98.1	98.3	98.6	98.0	97.9	97.9
American Indian or Alaska Native	100.0	100.0	100.0	100.0	100.0	98.1
Native Hawaiian or Other Pacific Islander	100.0	100.0	100.0	100.0	100.0	100.0
Two or More Races	99.3	99.3	99.2	99.4	99.4	99.1
English Learners plus Monitored	98.4	98.6	98.5	98.1	97.9	97.8
Economically Disadvantaged	99.4	99.3	99.3	99.1	99.1	98.9
Disability-with IEP (Total)	98.7	98.7	98.7	98.2	98.0	97.8

¹ Students can be identified for multiple student groups.

Middle School Performance

Table 56: 2025-2026 Middle School - Reading Performance Level Percentages by Student Group

Student Groups¹	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished	Index
All Students	27	24	27	21	48	65.6
White	23	24	29	24	53	70.9
African American	46	26	19	8	28	43.1
Hispanic	40	26	22	12	34	50.0
Asian	17	18	30	35	65	82.6
American Indian or Alaska Native	29	29	26	16	42	61.0
Native Hawaiian or Other Pacific Islander	34	26	23	17	40	57.4
Two or More Races	28	26	28	18	46	63.4
English Learners plus Monitored	54	26	15	5	20	34.2
Economically Disadvantaged	34	27	25	14	39	55.8
Disability-with IEP (Total)	53	28	14	6	20	34.8

¹ Students can be identified for multiple student groups.

Table 57: 2025-2026 Middle School - Mathematics Performance Level Percentages by Student Group

Student Groups¹	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished	Index
All Students	31	29	28	12	40	57.6
White	27	29	31	14	45	62.4
African American	50	31	15	3	18	34.8
Hispanic	42	31	21	6	27	44.5
Asian	15	20	32	32	65	82.8
American Indian or Alaska Native	37	31	22	10	32	49.7
Native Hawaiian or Other Pacific Islander	32	33	26	9	35	54.1
Two or More Races	34	31	27	9	36	53.3
English Learners plus Monitored	51	31	15	3	17	33.7
Economically Disadvantaged	38	32	23	7	30	47.4
Disability-with IEP (Total)	51	31	13	4	17	34.0

¹ Students can be identified for multiple student groups.

Table 58: 2025-2026 Middle School - Science Performance Level Percentages by Student Group

Student Groups¹	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished	Index
All Students	25	46	25	4	28	52.5
White	21	47	28	4	32	56.8
African American	43	46	10	1	11	34.2
Hispanic	37	46	16	1	17	40.4
Asian	16	36	38	10	47	68.1
American Indian or Alaska Native	27	51	20	2	22	47.9
Native Hawaiian or Other Pacific Islander	34	54	13	0	13	39.4
Two or More Races	28	48	21	3	24	48.7
English Learners plus Monitored	53	42	5	0	5	26.2
Economically Disadvantaged	32	48	18	2	20	44.3
Disability-with IEP (Total)	49	41	9	1	10	30.3

¹ Students can be identified for multiple student groups.

Table 59: 2025-2026 Middle School - Social Studies Performance Level Percentages by Student Group

Student Groups¹	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished	Index
All Students	39	22	20	18	39	54.4
White	35	22	22	21	43	59.1
African American	59	20	14	7	21	32.5
Hispanic	52	22	15	11	26	40.0
Asian	23	16	24	37	61	78.4
American Indian or Alaska Native	40	23	25	12	37	51.0
Native Hawaiian or Other Pacific Islander	43	19	23	15	38	51.6
Two or More Races	41	23	20	16	36	51.2
English Learners plus Monitored	74	17	7	2	9	17.6
Economically Disadvantaged	48	22	18	12	29	43.5
Disability-with IEP (Total)	66	20	9	5	14	25.0

¹ Students can be identified for multiple student groups.

Table 60: 2025-2026 Middle School - Editing & Mechanics Performance Level Percentages by Student Group

Student Groups¹	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished
All Students	26	32	26	16	42
White	22	31	29	18	47
African American	44	34	16	6	22
Hispanic	42	31	20	8	28
Asian	17	28	28	27	55
American Indian or Alaska Native	33	35	21	12	33
Native Hawaiian or Other Pacific Islander	29	37	22	12	34
Two or More Races	25	36	26	14	40
English Learners plus Monitored	64	27	8	1	9
Economically Disadvantaged	33	34	23	10	33
Disability-with IEP (Total)	57	29	11	3	14

¹ Students can be identified for multiple student groups.

Table 61: 2025-2026 Middle School - Writing On-Demand Performance Level Percentages by Student Group

Student Groups¹	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished
All Students	24	27	37	11	48
White	20	27	41	12	53
African American	44	30	22	4	26
Hispanic	37	28	28	6	35
Asian	14	19	45	22	67
American Indian or Alaska Native	25	35	33	8	40
Native Hawaiian or Other Pacific Islander	25	31	34	10	44
Two or More Races	25	29	37	9	46
English Learners plus Monitored	59	26	14	1	15
Economically Disadvantaged	32	30	32	6	38
Disability-with IEP (Total)	60	26	12	1	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 62: 2025-2026 Middle School - Combined Writing Performance Level Percentages by Student Group

Student Groups¹	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished	Index
All Students	23	30	38	9	47	64.6
White	18	30	41	11	52	69.6
African American	42	33	22	3	25	41.9
Hispanic	36	32	27	5	33	49.8
Asian	13	22	46	19	66	81.3
American Indian or Alaska Native	25	35	35	6	40	59.1
Native Hawaiian or Other Pacific Islander	24	32	36	8	44	61.8
Two or More Races	23	32	37	8	45	62.7
English Learners plus Monitored	58	29	12	1	12	27.3
Economically Disadvantaged	30	34	31	5	37	54.9
Disability-with IEP (Total)	58	30	11	1	12	27.5

¹ Students can be identified for multiple student groups.

High School Participation

Table 63: 2025-2026 High School - Participation Rates by Student Group

Student Groups¹	Reading	Mathematics	Science	Social Studies	Editing & Mechanics	Writing On-Demand
All Students	98.0	98.0	98.2	98.1	98.0	97.6
White	98.7	98.6	98.7	98.6	98.5	98.2
African American	94.8	94.8	96.4	96.2	96.1	95.1
Hispanic	97.1	97.0	97.1	97.2	97.1	96.4
Asian	98.5	98.6	98.2	97.9	97.6	97.4
American Indian or Alaska Native	96.8	96.8	95.8	97.2	95.8	95.8
Native Hawaiian or Other Pacific Islander	97.0	96.0	96.1	96.1	96.1	96.1
Two or More Races	98.0	98.0	98.0	97.8	97.7	97.4
English Learners plus Monitored	95.5	95.2	95.1	95.3	95.0	93.9
Economically Disadvantaged	97.4	97.3	97.5	97.4	97.3	96.7
Disability-with IEP (Total)	96.2	96.1	96.4	96.3	96.1	95.5

¹ Students can be identified for multiple student groups.

High School Performance

Table 64: 2025-2026 High School - Reading Performance Level Percentages by Student Group

Student Groups¹	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished	Index
All Students	27	25	32	17	49	65.1
White	22	24	35	19	54	70.5
African American	46	26	22	6	27	41.9
Hispanic	38	28	25	10	35	51.0
Asian	15	18	36	31	67	83.7
American Indian or Alaska Native	32	32	26	10	35	54.0
Native Hawaiian or Other Pacific Islander	28	32	26	14	40	59.8
Two or More Races	27	26	32	15	47	63.9
English Learners plus Monitored	58	29	11	2	13	27.6
Economically Disadvantaged	34	28	28	11	39	55.1
Disability-with IEP (Total)	52	31	14	3	17	33.5

¹ Students can be identified for multiple student groups.

Table 65: 2025-2026 High School - Mathematics Performance Level Percentages by Student Group

Student Groups¹	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished	Index
All Students	32	29	27	13	39	56.9
White	27	29	29	14	44	61.8
African American	50	31	15	4	19	35.4
Hispanic	42	32	20	6	26	43.9
Asian	15	24	28	33	61	80.9
American Indian or Alaska Native	39	35	16	10	26	46.0
Native Hawaiian or Other Pacific Islander	31	38	21	10	31	52.6
Two or More Races	34	29	26	11	37	54.0
English Learners plus Monitored	56	32	10	2	12	28.7
Economically Disadvantaged	40	32	22	7	28	46.1
Disability-with IEP (Total)	53	33	11	3	14	31.1

¹ Students can be identified for multiple student groups.

Table 66: 2025-2026 High School - Science Performance Level Percentages by Student Group

Student Groups¹	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished	Index
All Students	50	28	19	4	23	37.4
White	45	29	21	5	26	41.9
African American	72	20	7	1	8	18.1
Hispanic	64	23	11	2	13	24.8
Asian	34	26	27	13	39	55.7
American Indian or Alaska Native	49	33	14	4	19	36.1
Native Hawaiian or Other Pacific Islander	56	29	12	3	15	30.0
Two or More Races	52	29	16	3	19	34.0
English Learners plus Monitored	86	12	2	0	2	7.9
Economically Disadvantaged	60	25	13	2	15	28.3
Disability-with IEP (Total)	75	17	8	1	8	16.9

¹ Students can be identified for multiple student groups.

Table 67: 2025-2026 High School - Social Studies Performance Level Percentages by Student Group

Student Groups¹	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished	Index
All Students	39	24	22	15	37	52.6
White	34	25	24	17	41	57.6
African American	60	21	13	5	18	30.4
Hispanic	51	23	17	8	26	39.5
Asian	26	17	23	34	57	74.1
American Indian or Alaska Native	31	29	26	14	40	57.9
Native Hawaiian or Other Pacific Islander	41	32	15	12	27	45.7
Two or More Races	41	25	22	12	34	49.7
English Learners plus Monitored	78	15	6	1	7	15.0
Economically Disadvantaged	49	25	18	9	27	41.4
Disability-with IEP (Total)	67	20	9	3	12	23.2

¹ Students can be identified for multiple student groups.

Table 68: 2025-2026 High School - Editing & Mechanics Performance Level Percentages by Student Group

Student Groups¹	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished
All Students	27	34	30	9	40
White	22	33	34	11	45
African American	44	36	17	3	20
Hispanic	42	33	21	4	25
Asian	19	27	35	19	54
American Indian or Alaska Native	23	36	31	10	41
Native Hawaiian or Other Pacific Islander	27	36	28	9	37
Two or More Races	27	36	29	8	38
English Learners plus Monitored	72	23	5	0	5
Economically Disadvantaged	34	36	25	5	30
Disability-with IEP (Total)	57	31	10	2	11

¹ Students can be identified for multiple student groups.

Table 69: 2025-2026 High School - Writing On-Demand Performance Level Percentages by Student Group

Student Groups¹	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished
All Students	20	35	35	10	46
White	16	34	39	12	51
African American	35	41	21	4	25
Hispanic	29	37	28	6	34
Asian	11	28	39	21	61
American Indian or Alaska Native	17	40	31	11	43
Native Hawaiian or Other Pacific Islander	15	40	32	13	45
Two or More Races	20	38	34	8	42
English Learners plus Monitored	52	37	10	1	10
Economically Disadvantaged	25	39	30	7	36
Disability-with IEP (Total)	47	41	10	1	11

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: 2025-2026 High School - Combined Writing Performance Level Percentages by Student Group

Student Groups¹	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished	Index
All Students	19	37	36	9	45	65.3
White	15	36	39	10	50	69.9
African American	34	43	20	3	23	45.5
Hispanic	29	39	27	5	32	52.8
Asian	11	29	41	19	60	79.4
American Indian or Alaska Native	17	40	33	10	43	65.4
Native Hawaiian or Other Pacific Islander	13	40	37	9	47	69.0
Two or More Races	19	39	34	7	42	63.1
English Learners plus Monitored	52	40	7	0	8	28.0
Economically Disadvantaged	24	41	29	5	34	56.4
Disability-with IEP (Total)	46	44	9	1	10	32.0

¹ Students can be identified for multiple student groups.

Graduation Rates

Table 71: 2026 4-Year Graduation Rate Trends by Student Group

Student Groups¹	2022	2023	2024	2025	2026
All Students	90.1	91.4	92.3	93.6	94.1
White	91.4	92.7	93.3	95.0	95.4
African American	84.9	87.0	88.8	91.1	91.8
Hispanic or Latino	83.3	85.9	88.3	86.2	88.2
Asian	94.3	95.8	95.8	96.0	95.2
American Indian or Alaska Native	89.4	95.2	86.5	93.4	97.0
Native Hawaiian or Other Pacific Islander	94.4	91.7	88.9	92.3	93.7
Two or More Races	89.5	89.8	91.3	94.0	92.9
English Learners Plus Monitored	76.7	78.2	83.3	80.3	82.3
Economically Disadvantaged	88.3	90.0	91.1	92.7	93.3
Disability-With IEP (Total)	79.7	81.0	81.0	83.1	84.2

¹ Students can be identified for multiple student groups.

Table 72: 2026 5-Year Graduation Rate Trends by Student Group

Student Groups¹	2022	2023	2024	2025	2026
All Students	92.0	92.5	93.4	94.2	94.5
White	93.2	93.7	94.6	95.1	95.7
African American	86.7	88.4	89.5	91.3	92.4
Hispanic or Latino	86.3	85.6	87.9	90.6	88.1
Asian	96.3	95.8	97.1	96.7	96.6
American Indian or Alaska Native	83.1	92.5	96.8	88.0	94.7
Native Hawaiian or Other Pacific Islander	89.5	94.4	93.0	93.1	91.1
Two or More Races	92.1	92.6	92.3	93.7	94.8
English Learners Plus Monitored	80.2	80.1	81.1	86.3	82.8
Economically Disadvantaged	90.9	92.0	92.9	93.6	94.1
Disability-With IEP (Total)	82.3	83.2	83.7	83.5	85.2

¹ Students can be identified for multiple student groups.

APPENDIX A – 2026 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 – 2026 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	0-37.6
Middle Schools	0-38.4
High Schools	0-47.0

APPENDIX B – College Admissions Exam

Since 2008, all Kentucky’s public-school juniors have been required to participate in a College Admissions Exam paid for by state funds. The exam administered in 2026 was the SAT from The College Board, which assesses Reading and Writing, and Mathematics on a scale of 200 to 800, analysis in science on a scale of 50 to 70 and includes a Total Score on a scale of 400 to 1600. The 2026 results for SAT are included in Tables B1 and B2.

Table B1: SAT Subject Area Scores Kentucky Public School Juniors

Year	Reading and Writing	Mathematics	Analysis in Science	Total Score	Total Tested
2025-26	470.9	437.0	59.3	908.0	46,038

Kentucky’s Postsecondary Readiness Indicator includes demonstration of ONE academic/career-readiness component. Students may demonstrate academic readiness on the SAT at the high school level by meeting a Kentucky Council on Postsecondary Education (CPE) systemwide benchmark for either Reading and Writing (490) or Mathematics (510) on any administration of the SAT.

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

Year	Reading and Writing	Mathematics
2025-26	43.0	23.0

NOTE: The College Admissions exam administered from 2008 to 2025 was the ACT, which assesses English, Mathematics, Reading and Science and is scored on a scale of 1 to 36. Trends for the ACT are also included in Tables B3 and B4.

Table B3: ACT Subject Area Scores Kentucky Public School Juniors (2021-2025)

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 B4: ACT 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				
	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students	44	46	48	46	45
Male	40	42	46	43	41
Female	48	50	51	49	50
White (Non-Hispanic)	47	49	52	50	50
African American	34	40	42	39	37
Hispanic	25	27	29	26	24
Asian	58	61	60	58	60
American Indian/Alaska Native	44	35	53	52	47
Native Hawaiian/Pacific Islander	34	34	36	24	30
Two or more races	43	45	50	47	48
English Learner (EL)	25	28	28	24	23
Free/Reduced-Price Meals	34	37	39	37	36
Students with Disabilities	31	30	35	29	28

**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				
	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students	49,163	48,279	47,380	46,382	43,438
Male	25,373	24,736	24,474	23,885	22,220
Female	23,785	23,534	22,903	22,492	21,209
White (Non-Hispanic)	36,074	35,140	33,684	32,262	29,979
African American	4,843	4,870	4,947	4,934	4,763
Hispanic	4,244	4,243	4,640	5,073	4,811
Asian	954	1,006	975	966	893
American Indian/Alaska Native	73	55	75	58	70
Native Hawaiian/Pacific Islander	95	96	88	114	91
Two or more races	2,874	2,860	2,966	2,963	2,822
English Learner (EL)	3,835	4,336	4,334	5,306	5,018
Free/Reduced-Price Meals	26,871	29,835	30,124	30,255	27,470
Students with Disabilities	7,378	8,717	8,303	9,641	9,235

**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				
	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
State Funded Preschool ³	44	46	49	46	45
Head Start ⁴	41	43	45	42	41
Child Care ⁵	66	67	68	67	66
Home ⁶	35	34	34	32	31
Other ⁷	58	60	60	59	59
Unknown ⁸	41	43	46	35	40
Kindergarten ⁹	N/A	N/A	N/A	48	48

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				
	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
State Funded Preschool ¹⁰	13,194	15,283	15,900	17,539	15,929
Head Start ¹¹	4,858	4,717	4,486	4,842	4,233
Child Care ¹²	8,490	8,476	8,267	8,780	8,589
Home ¹³	18,046	15,453	13,111	14,187	13,093
Other ¹⁴	4,556	4,692	4,291	4,605	4,296
Unknown ¹⁵	6,324	5,784	6,586	1,547	1,457
Kindergarten ¹⁶	N/A	N/A	N/A	1,044	924

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