ED Data Express:
Data about elementary & secondary schools in the U.S.

State Tables Report

Below are the states and data elements that you selected on the previous page. Select a state or data element name to view its profile.

TEACHERS

The Teachers category includes information on the percent of core academic classes taught by highly qualified teachers and district participation in the Teacher Incentive Fund.

Group/Sub-group/Data Element	Kentucky
Highly Qualified Teacher Data	
Highly Qualified Teachers: 2009-10	
All Elementary Schools - Percent of Core Academic Classes Taught by Highly Qualified Teachers: 2009-10 [1]	99.16%
All Schools - Percent of Core Academic Classes Taught by Highly Qualified Teachers: 2009-10 [2]	98.26%
All Secondary Schools - Percent of Core Academic Classes Taught by Highly Qualified Teachers: 2009-10 [3]	97.51%
High-Poverty Elementary Schools - Percent of Core Academic Classes Taught by Highly Qualified Teachers: 2009-10 [4]	99.07%
High-Poverty Secondary Schools - Percent of Core Academic Classes Taught by Highly Qualified Teachers: 2009-10 [5]	96.68%
Low-Poverty Elementary Schools - Percent of Core Academic Classes Taught by Highly Qualified Teachers: 2009-10 [6]	99.66%
Low-Poverty Secondary Schools - Percent of Core Academic Classes Taught by Highly Qualified Teachers: 2009-10 [7]	98.69%
Highly Qualified Teachers: 2010-11	
All Elementary Schools - Percent of Core Academic Classes Taught by Highly Qualified Teachers: 2010-11 [8]	100%
All Schools - Percent of Core Academic Classes Taught by Highly Qualified Teachers: 2010-11 [9]	99%
All Secondary Schools - Percent of Core Academic Classes Taught by Highly Qualified Teachers: 2010-11 [10]	99%
High-Poverty Elementary Schools - Percent of Core Academic Classes Taught by Highly Qualified Teachers: 2010-11 [11]	100%
High-Poverty Secondary Schools - Percent of Core Academic Classes Taught by Highly Qualified Teachers: 2010-11 [12]	99%
Low-Poverty Elementary Schools - Percent of Core Academic Classes Taught by Highly Qualified Teachers: 2010-11 [13]	100%
Low-Poverty Secondary Schools - Percent of Core Academic Classes Taught by Highly Qualified Teachers: 2010-11 [14]	99%

[1] **Description:** The percentage of core academic classes in all elementary schools in the state taught by teachers that were highly qualified. ; **Academic Year:** 2009-10; **Grade:** N/A; **Note:** The state-reported percentage of core academic classes in all elementary schools in the state taught by teachers that were highly qualified. The Elementary and Secondary Education Act (ESEA), as amended by NCLB, requires states to have a 'highly qualified teacher' in every classroom. Under ESEA, a highly qualified teacher is one who (1) has a bachelor's degree, (2) has full state certification or licensure, and (3) has demonstrated subject matter competency in the subject they teach. Core academic classes include English, reading/language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. ; **Source:** EDFacts/Consolidated State Performance Report, 2009-10: http://www2.ed.gov/admins/lead/account/consolidated/index.html; **Data Uploaded On:** 09/19/2011

[2] **Description:** The percentage of core academic classes in all schools in the state taught by teachers that were highly qualified. ; **Academic Year:** 2009-10; **Grade:** N/A; **Note:** The state-reported percentage of core academic classes in all schools in the state taught by teachers that were highly qualified. The Elementary and Secondary Education Act (ESEA), as amended by NCLB, requires states to have a 'highly qualified teacher' in every classroom. Under ESEA, a highly qualified teacher is one who (1) has a bachelor's degree, (2) has full state certification or licensure, and (3) has demonstrated subject matter competency in the subject they teach. Core academic classes include English, reading/language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. ; **Source:** EDFacts/Consolidated State Performance Report, 2009-10: http://www2.ed.gov/admins/lead/account/consolidated/index.html; **Data Uploaded On:** 09/19/2011

[3] **Description:** The percentage of core academic classes in all secondary schools in the state taught by teachers that were highly qualified. ; **Academic Year:** 2009-10; **Grade:** N/A; **Note:** The state-reported percentage of core academic classes in all secondary schools in the state taught by teachers that were highly qualified. The Elementary and Secondary Education Act (ESEA), as amended by NCLB, requires states to have a 'highly qualified teacher' in every classroom. Under ESEA, a highly qualified teacher is one who (1) has a bachelor's degree, (2) has full state certification or licensure, and (3) has demonstrated subject matter competency in the subject they teach. Core academic classes include English, reading/language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. ; **Source:** EDFacts/Consolidated State Performance Report, 2009-10: http://www2.ed.gov/admins/lead/account/consolidated/index.html; **Data Uploaded On:** 09/19/2011

[4] **Description:** The percentage of core academic classes in high-poverty elementary schools taught by teachers that were highly qualified. ; **Academic Year:** 2009-10; **Grade:** N/A; **Note:** The state-reported percentage of core academic classes in high-poverty elementary schools taught by teachers that were highly qualified. The Elementary and Secondary Education Act (ESEA), as amended by NCLB, requires states to have a "highly qualified teacher" in every classroom. Under ESEA, a highly qualified teacher is one who (1) has a bachelor's degree, (2) has full state certification or licensure, and (3) has demonstrated subject matter competency in the subject they teach. High-poverty schools are defined under Section 1111(h)(1)(c)(viii) of ESEA as schools in the top poverty quartile in the state. Core academic classes include English, reading/language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. A dash (-) indicates that the data are not available. ; **Source:** EDFacts/Consolidated State Performance Report, 2009-10: http://www2.ed.gov/admins/lead/account/consolidated/index.html; **Data Uploaded On:** 10/23/2012

[5] **Description:** The percentage of core academic classes in high-poverty secondary schools taught by teachers that were highly qualified. ; **Academic Year:** 2009-10; **Grade:** N/A; **Note:** The state-reported percentage of core academic classes in high-poverty secondary schools taught by teachers that were highly qualified. The Elementary and Secondary Education Act (ESEA), as amended by NCLB, requires states to have a "highly qualified teacher" in every classroom. Under ESEA, a highly qualified teacher is one who (1) has a bachelor's degree, (2) has full state certification or licensure, and (3) has demonstrated subject matter competency in the subject they teach. High-poverty schools are defined under Section 1111(h)(1)(c)(viii) of ESEA as schools in the top poverty quartile in the state. Core academic classes include English, reading/language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. A dash (-) indicates that the data are not available. ; **Source:** EDFacts/Consolidated State Performance Report, 2009-10: http://www2.ed.gov/admins/lead/account/consolidated/index.html; **Data Uploaded On:** 10/23/2012

[6] **Description:** The percentage of core academic classes in low-poverty elementary schools taught by teachers that were highly qualified. ; **Academic Year:** 2009-10; **Grade:** N/A; **Note:** The state-reported percentage of core academic classes in low-poverty elementary schools taught by teachers that were highly qualified. The Elementary and Secondary Education Act (ESEA), as amended by NCLB, requires states to have a "highly qualified teacher" in every classroom. Under ESEA, a highly qualified teacher is one who (1) has a bachelor's degree, (2) has full state certification or licensure, and (3) has demonstrated subject matter competency in the subject they teach. Low-poverty schools are defined under Section 1111(h)(1)(c)(viii) of ESEA as schools in the bottom poverty quartile in the state. Core academic classes include English, reading/language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. A dash (-) indicates that the data are not available. ; **Source:** EDFacts/Consolidated State Performance Report, 2009-10: http://www2.ed.gov/admins/lead/account/consolidated/index.html; **Data Uploaded On:** 10/23/2012

[7] **Description:** The percentage of core academic classes in low-poverty secondary schools taught by teachers that were highly qualified. ; **Academic Year:** 2009-10; **Grade:** N/A; **Note:** The state-reported percentage of core academic classes in low-poverty secondary schools taught by teachers that were highly qualified. The Elementary and Secondary Education Act (ESEA), as amended by NCLB, requires states to have a "highly qualified teacher" in every classroom. Under ESEA, a highly qualified teacher is one who (1) has a bachelor's degree, (2) has full state certification or licensure, and (3) has demonstrated subject matter competency in the subject they teach. Low-poverty schools are defined under Section 1111(h)(1)(c)(viii) of ESEA as schools in the bottom poverty quartile in the state. Core academic classes include English, reading/language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. A dash (-) indicates that the data are not available. ; **Source:** EDFacts/Consolidated State Performance Report, 2009-10: http://www2.ed.gov/admins/lead/account/consolidated/index.html; **Data Uploaded On:** 10/23/2012

[8] **Description:** The percentage of core academic classes in all elementary schools in the state taught by teachers that were highly qualified. ; **Academic Year:** 2010-11; **Grade:** N/A; **Note:** The state-reported percentage of core academic classes in all elementary schools in the state taught by teachers that were highly qualified. The Elementary and Secondary Education Act (ESEA), as amended by NCLB, requires states to have a "highly qualified teacher" in every classroom. Under ESEA, a highly qualified teacher is one who (1) has a bachelor's degree, (2) has full state certification or licensure, and (3) has demonstrated subject matter competency in the subject they teach. Core academic classes include English, reading/language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. ; **Source:** EDFacts/Consolidated State Performance Report, 2010-11: http://www2.ed.gov/admins/lead/account/consolidated/index.html; **Data Uploaded On:** 11/01/2012

[9] **Description:** The percentage of core academic classes in all schools in the state taught by teachers that were highly qualified. ; **Academic Year:** 2010-11; **Grade:** N/A; **Note:** The state-reported percentage of core academic classes in all schools in the state taught by teachers that were highly qualified. The Elementary and Secondary Education Act (ESEA), as amended by NCLB, requires states to have a "highly qualified teacher" in every classroom. Under ESEA, a highly qualified teacher is one who (1) has a bachelor's degree, (2) has full state certification or licensure, and (3) has demonstrated subject matter competency in the subject they teach. Core academic classes include English, reading/language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. ; **Source:** EDFacts/Consolidated State Performance Report, 2010-11: http://www2.ed.gov/admins/lead/account/consolidated/index.html; **Data Uploaded On:** 11/01/2012

[10] **Description:** The percentage of core academic classes in all secondary schools in the state taught by teachers that were highly qualified. ; **Academic Year:** 2010-11; **Grade:** N/A; **Note:** The state-reported percentage of core academic classes in all secondary schools in the state taught by teachers that were highly qualified. The Elementary and Secondary Education Act (ESEA), as amended by NCLB, requires states to have a "highly qualified teacher" in every classroom. Under ESEA, a highly qualified teacher is one who (1) has a bachelor's degree, (2) has full state certification or licensure, and (3) has demonstrated subject matter competency in the subject they teach. Core academic classes include English, reading/language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. ; **Source:** EDFacts/Consolidated State Performance Report, 2010-11: http://www2.ed.gov/admins/lead/account/consolidated/index.html; **Data Uploaded On:** 11/01/2012

[11] **Description:** The percentage of core academic classes in high-poverty elementary schools taught by teachers that were highly qualified. ; **Academic Year:** 2010-11; **Grade:** N/A; **Note:** The state-reported percentage of core academic classes in high-poverty elementary schools taught by teachers that were highly qualified. The Elementary and Secondary Education Act (ESEA), as amended by NCLB, requires states to have a 'highly qualified teacher' in every classroom. Under ESEA, a highly qualified teacher is one who (1) has a bachelor's degree, (2) has full state certification or licensure, and (3) has demonstrated subject matter competency in the subject they teach. High-poverty schools are defined under Section 1111(h)(1)(c)(viii) of ESEA as schools in the top poverty quartile in the state. Core academic classes include English, reading/language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. A dash (-) indicates that the data are not available. ; **Source:** EDFacts/Consolidated State Performance Report, 2010-11: http://www2.ed.gov/admins/lead/account/consolidated/index.html; **Data Uploaded On:** 10/23/2012

[12] **Description:** The percentage of core academic classes in high-poverty secondary schools taught by teachers that were highly qualified. ; **Academic Year:** 2010-11; **Grade:** N/A; **Note:** The state-reported percentage of core academic classes in high-poverty secondary schools taught by teachers that were highly qualified. The Elementary and Secondary Education Act (ESEA), as amended by NCLB, requires states to have a 'highly qualified teacher' in every classroom. Under ESEA, a highly qualified teacher is one who (1) has a bachelor's degree, (2) has full state certification or licensure, and (3) has demonstrated subject matter competency in the subject they teach. High-poverty schools are defined under Section 1111(h)(1)(c)(viii) of ESEA as schools in the top poverty quartile in the state. Core academic classes include English, reading/language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. A dash (-) indicates that the data are not available. ; **Source:** EDFacts/Consolidated State Performance Report, 2010-11: http://www2.ed.gov/admins/lead/account/consolidated/index.html; **Data Uploaded On:** 10/23/2012

[13] **Description:** The percentage of core academic classes in low-poverty elementary schools taught by teachers that were highly qualified. ; **Academic Year:** 2010-11; **Grade:** N/A; **Note:** The state-reported percentage of core academic classes in low-

poverty elementary schools taught by teachers that were highly qualified. The Elementary and Secondary Education Act (ESEA), as amended by NCLB, requires states to have a 'highly qualified teacher' in every classroom. Under ESEA, a highly qualified teacher is one who (1) has a bachelor's degree, (2) has full state certification or licensure, and (3) has demonstrated subject matter competency in the subject they teach. Low-poverty schools are defined under Section 1111(h)(1)(c)(viii) of ESEA as schools in the bottom poverty quartile in the state. Core academic classes include English, reading/language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. A dash (-) indicates that the data are not available. ; **Source:** EDFacts/Consolidated State Performance Report, 2010-11: http://www2.ed.gov/admins/lead/account/consolidated/index.html; **Data Uploaded On:** 10/23/2012

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