



KENTUCKY DEPARTMENT OF EDUCATION

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GRADUATION RATE, ADVANCED PLACEMENT AND ACT SCORES RISE

(Frankfort, KY) – The percentage of Kentucky public school students graduating from high school continued to increase; more students took rigorous Advanced Placement tests and earned a qualifying score of 3 or higher; and students scored higher with a greater percentage of them meeting readiness benchmarks on the ACT, according to 2016-17 assessment data released today by the Kentucky Department of Education (KDE).

Kentucky is in the process of phasing out its old accountability system, and replacing it with a new accountability system created under the federal Every Student Succeeds Act (ESSA) and Kentucky Senate Bill 1 (2017). The new system is expected to be in place by the 2018-19 school year with accountability first reported in the 2019-20 school year.

As a result of the transition, this year's release does not include overall accountability scores, classifications or rankings for schools and districts, although KDE will continue to support low-performing schools and districts during the transition period. This year's release includes achievement, gap, growth, college- and career-readiness and graduation rate data. Data from Program Reviews, which Senate Bill 1 eliminated, is reported if a school or district chose to do so.

According to the data, Kentucky's four-year graduation rate increased to 89.8 – from 88.6 percent last year and 88.0 percent the previous year.

Also, students took nearly 52,000 Advanced Placement tests last year and nearly 26,000 earned qualifying scores of three or higher – more than in past years.

ACT scores, which are based on all public school juniors taking the test last spring, increased across the board in English, mathematics, reading and science. The overall composite score also is up over the past five years, from 19.2 in 2012-13 to 19.8 in 2016-17. Additionally, a greater percentage of students met Council on Postsecondary Education readiness benchmarks.

“While this year's results are different than what we have released in the past, they still show that Kentucky's schools are making continued progress on graduating more students with the skills and knowledge they need to succeed in the 21st century,” Education Commissioner Stephen Pruitt said. “The gains are the result of a lot of hard work by our teachers, administrators and our students with the support of parents, community members and our education partners.

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“As we move into our new accountability system over the next two years, we expect to see even more positive results as districts and schools move beyond test score and compliance mentality to a continuous improvement model that promotes proficiency and the closure of achievement gaps for every child,” Pruitt said.

Overall, achievement increased slightly at the elementary and middle school levels, but was down somewhat at the high school levels. Achievement gaps between different groups of students persisted in many areas and will be a major focus of KDE, schools and districts under the new accountability system.

| Next-Generation Learner Component Scores ¹ | | | | | | |
|---|-------------|-------------|-------------|-------------|---------------------------------------|-----------------|
| | Year | Achievement | Gap | Growth | College/Career Readiness ² | Graduation Rate |
| Elementary | 2013 | 69.9 | 42.1 | 59.9 | n/a | n/a |
| | 2014 | 72.6 | 45.4 | 59.8 | n/a | n/a |
| | 2015 | 69.2 | 42.6 | 59.8 | n/a | n/a |
| | 2016 | 68.3 | 43.5 | 61.4 | n/a | n/a |
| | 2017 | 68.6 | 26.6 | 59.0 | n/a | n/a |
| Middle | 2013 | 69.0 | 39.9 | 59.9 | 47.2 | n/a |
| | 2014 | 70.6 | 41.9 | 59.9 | 47.8 | n/a |
| | 2015 | 66.8 | 38.0 | 59.9 | 43.9 | n/a |
| | 2016 | 68.1 | 24.9 | 58.8 | n/a | n/a |
| | 2017 | 68.4 | 42.5 | 59.2 | n/a | n/a |
| High | 2013 | 60.7 | 33.7 | 57.2 | 60.8 | 86.1 |
| | 2014 | 62.0 | 35.1 | 56.3 | 72.4 | 88.0 |
| | 2015 | 62.4 | 36.4 | 57.1 | 79.0 | 89.0 |
| | 2016 | 63.4 | 35.9 | 57.3 | 81.9 | 89.7 |
| | 2017 | 62.3 | 23.9 | n/a | 77.8 | 90.2 |

¹ These figures represent point totals, rather than percentages.

² College/Career-Readiness (CCR) includes a bonus calculation. The percentage of high school graduates that are college/career ready for 2017 is 65.1, while CCT percentage with the bonus is 77.8.

Achievement

In 2016-17, public school students in grades 3-8 took K-PREP tests in reading, mathematics, social studies, writing and language mechanics. Their performance is categorized as novice, apprentice, proficient or distinguished. This past year, elementary and middle school students, except alternate assessment students, participated in a field test of new science assessments aligned to science standards implemented in the 2014-15 school year. Performance levels are not reported for field tests. Additionally, to conform with the requirements of Senate Bill 1 (2017) students in grade 6 and 10 did not take a writing on-demand assessment this year, eliminating the ability to compare middle and high school level scores with previous years.

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High school students take end-of-course assessments in English II, Algebra II, Biology and U.S. History plus K-PREP tests in writing. There is no language mechanics score at high school this year due to ACT eliminating reporting of scores in that area.

Student performance on the Kentucky Performance Rating for Educational Progress (K-PREP) was mixed, depending on the grade and subject. At the elementary level, the percentage of students performing at Proficient/Distinguished increased in social studies, writing on-demand and language mechanics. At the middle school level, the percentage of students performing at the Proficient/Distinguished levels increased in reading, social studies and language mechanics. High school students also made gains in science.

| Percentage of Students Performing at Proficient/Distinguished Levels | | | | |
|--|-------------|------------------------|-------------------------|-------------------------|
| | Year | Elementary | Middle | High |
| Reading | 2013 | 47.8 | 51.1 | 55.8 |
| | 2014 | 54.7 | 53.2 | 55.4 |
| | 2015 | 54.2 | 53.8 | 56.8 |
| | 2016 | 56.0 | 55.2 | 56.5 |
| | 2017 | 54.3 | 56.9 | 55.8 |
| Mathematics | 2013 | 43.9 | 40.7 | 36.0 |
| | 2014 | 49.2 | 44.8 | 37.9 |
| | 2015 | 48.8 | 42.8 | 38.2 |
| | 2016 | 51.8 | 47.0 | 42.3 |
| | 2017 | 49.1 | 47.0 | 38.1 |
| Science | 2013 | 68.5 | 61.2 | 36.3 |
| | 2014 | 71.3 | 64.2 | 39.8 |
| | 2015 | n/a ¹ | n/a ¹ | 39.7 |
| | 2016 | n/a ¹ | n/a ¹ | 37.6 |
| | 2017 | n/a² | n/a² | 41.2 |
| Social Studies | 2013 | 59.3 | 59.2 | 51.3 |
| | 2014 | 58.2 | 59.4 | 58.0 |
| | 2015 | 60.6 | 58.6 | 56.9 |
| | 2016 | 57.7 | 59.7 | 59.2 |
| | 2017 | 60.0 | 60.5 | 57.5 |
| Writing On-Demand | 2013 | 35.7 | 43.4 | 48.2 |
| | 2014 | 38.7 | 43.7 | 43.3 |
| | 2015 | 43.8 | 39.2 | 50.0 |
| | 2016 | 41.0 | 44.4 | 43.5 |
| | 2017 | 45.9 | 37.2³ | 58.5³ |

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|--------------------|-------------|-------------|-------------|------------------------|
| Language Mechanics | 2013 | 53.7 | 43.8 | 51.4 |
| | 2014 | 51.8 | 40.3 | 49.9 |
| | 2014 | 51.8 | 40.3 | 49.9 |
| | 2016 | 51.9 | 41.2 | 54.4 |
| | 2017 | 55.6 | 48.0 | n/a⁴ |

¹ Elementary and middle school students were tested with the science Stanford 10 norm-referenced test only. A performance level is not assigned, and science scores are not reported.

² Elementary and middle school students, except Alternate Assessment students, participated in a field test of the new science assessment; no performance levels are reported. Alternate assessment science scores for elementary, middle and high school are available in the 2017 School Report Card.

³ Writing on-demand was removed from grades 6 and 10. For students in the Alternate Assessment program, writing on-demand was removed at grade 10. Middle and high school scores are not comparable to prior years.

⁴ High school Language Mechanics scores are not reported. The ACT subtest (Usage/Mechanics, the source of student Language Mechanics performance score) is no longer reported by ACT, Inc.

Gap

The achievement gap is measured in two ways – non-duplicated gap group and novice reduction – with each counting equally.

With the non-duplicated gap group, students in groups with achievement gaps including ethnicity/race (African American, Hispanic, Native American), special education, poverty (free/reduce-price meal) and limited English proficiency are combined to create a student Gap Group. No student counts more than one time. Students in the group who score proficient or distinguished are added together. The difference in their performance to a goal of 100 percent proficiency, defines the achievement gap.

| Gap: Percentage of Non-Duplicated Gap Group Students Scoring Proficient/Distinguished ¹ | | | | | | | |
|---|-------------|-------------|-------------|------------------------|----------------|-------------------------|------------------------|
| | Year | Reading | Mathematics | Science | Social Studies | Writing | Language Mechanics |
| Elementary | 2013 | 37.7 | 33.8 | 59.5 | 49.1 | 27.4 | 43.0 |
| | 2014 | 45.1 | 39.1 | 62.9 | 47.7 | 29.7 | 42.2 |
| | 2015 | 44.5 | 38.9 | n/a ² | 50.4 | 34.5 | 45.6 |
| | 2016 | 46.9 | 42.4 | n/a ² | 47.9 | 32.5 | 42.8 |
| | 2017 | 45.4 | 40.2 | n/a³ | 50.4 | 37.8 | 46.4 |
| Middle | 2013 | 39.5 | 29.0 | 50.2 | 47.4 | n/a | 32.8 |
| | 2014 | 42.2 | 33.0 | 53.5 | 47.5 | n/a | 29.9 |
| | 2015 | 42.8 | 31.3 | n/a ² | 47.1 | n/a | 35.0 |
| | 2016 | 44.5 | 35.5 | n/a ² | 48.6 | n/a | 30.9 |
| | 2017 | 46.5 | 35.9 | n/a³ | 49.4 | 27.6⁴ | 37.1 |
| High | 2013 | 42.7 | 26.3 | 23.9 | 38.7 | n/a | 39.0 |
| | 2014 | 42.3 | 27.3 | 27.0 | 45.6 | n/a | 37.4 |
| | 2015 | 44.0 | 27.5 | 27.2 | 44.9 | n/a | 38.9 |
| | 2016 | 44.2 | 31.5 | 25.7 | 47.8 | n/a | 41.1 |
| | 2017 | 43.9 | 27.2 | 29.2 | 45.4 | 47.8⁴ | n/a⁵ |

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- ¹ Students who are members of one of the individual student groups (African American, Hispanic or Latino, American Indian or Alaska Native, students with disabilities, free/reduced-price meal and limited English proficiency) are included in the non-duplicated gap group.
- ² Elementary and middle school students were tested with the science Stanford 10 norm-referenced test only. A performance level is not assigned, and scores are not reported.
- ³ Elementary and middle school students, except Alternate Assessment students, participated in a field test of the new science assessment; no performance levels are reported for field tests
- ⁴ Writing on-demand was removed from grades 6 and 10. For students in the Alternate Assessment program, writing on-demand was removed at grade 10. Middle and high school scores are not comparable to prior years.
- ⁵ High school language mechanics scores are not reported. The ACT Usage/Mechanics subtest, the source of language mechanics performance score, is no longer reported by ACT, Inc.

For the novice reduction measure, a 10 percent novice reduction target was generated in reading and mathematics for individual student groups (African American, Hispanic or Latino, American Indian or Alaska Native, limited English proficiency, students in poverty [free/reduce-price meal], students with disabilities and non-duplicated gap group). Schools/districts received points based on the percentage of the target met.

| Gap: Novice Reduction – Elementary Schools | | | | | | | | |
|---|----------------------------------|-------------------|-------------------------|-------------------|-------------------------|-----------------------|------------------------|------------------|
| | | Prior Year | | Current Year | | | | |
| Content Area | Demographic Groups | Novice Percentage | Reduction Target Needed | Novice Percentage | Reduction Target Needed | Percent of Target Met | Points by Content Area | Novice Reduction |
| Reading | African American | 39.2 | 3.9 | 43.4 | 0.0 | 0.0 | 0.0 | 9.2 |
| | Hispanic or Latino | 28.5 | 2.9 | 30.7 | 0.0 | 0.0 | | |
| | American Indian or Alaska Native | 21.7 | 2.2 | 29.9 | 0.0 | 0.0 | | |
| | English Learners | 44.7 | 4.5 | 50.3 | 0.0 | 0.0 | | |
| | Free/Reduced-Price Meal | 26.7 | 2.7 | 28.6 | 0.0 | 0.0 | | |
| | Disability-With IEP (Total) | 38.2 | 3.8 | 39.5 | 0.0 | 0.0 | | |
| | Gap Group (non-duplicated) | 26.5 | 2.7 | 28.4 | 0.0 | 0.0 | | |
| Mathematics | African American | 31.0 | 3.1 | 32.3 | 0.0 | 0.0 | 18.4 | |
| | Hispanic or Latino | 21.4 | 2.1 | 21.7 | 0.0 | 0.0 | | |
| | American Indian or Alaska Native | 12.0 | 1.2 | 13.4 | 0.0 | 0.0 | | |
| | English Learners | 32.8 | 3.3 | 35.2 | 0.0 | 0.0 | | |
| | Free/Reduced-Price Meal | 21.4 | 2.1 | 21.1 | 0.3 | 14.3 | | |
| Mathematics | Disability-With IEP (Total) | 37.8 | 3.8 | 33.9 | 3.8 | 100.0 | | |
| | Gap Group (non-duplicated) | 21.4 | 2.1 | 21.1 | 0.3 | 14.3 | | |

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| Gap: Novice Reduction – Middle Schools | | | | | | | | |
|---|----------------------------------|-------------------|-------------------------|-------------------|-------------------------|-----------------------|------------------------|------------------|
| | | Prior Year | | Current Year | | | | |
| Content Area | Demographic Groups | Novice Percentage | Reduction Target Needed | Novice Percentage | Reduction Target Needed | Percent of Target Met | Points by Content Area | Novice Reduction |
| Reading | African American | 42.1 | 4.2 | 39.8 | 2.3 | 54.8 | 74.7 | 44.6 |
| | Hispanic or Latino | 28.7 | 2.9 | 26.3 | 2.4 | 82.8 | | |
| | American Indian or Alaska Native | 26.2 | 2.6 | 22.0 | 2.6 | 100.0 | | |
| | English Learners | 65.7 | 6.6 | 64.5 | 1.2 | 18.2 | | |
| | Free/Reduced-Price Meal | 28.2 | 2.8 | 25.8 | 2.4 | 85.7 | | |
| | Disability-With IEP (Total) | 50.4 | 5.0 | 45.6 | 4.8 | 96.0 | | |
| | Gap Group (non-duplicated) | 28.4 | 2.8 | 26.0 | 2.4 | 85.7 | | |
| Mathematics | African American | 34.7 | 3.5 | 35.4 | 0.0 | 0.0 | 14.3 | |
| | Hispanic or Latino | 20.9 | 2.1 | 22.1 | 0.0 | 0.0 | | |
| | American Indian or Alaska Native | 17.5 | 1.8 | 21.5 | 0.0 | 0.0 | | |
| | English Learners | 46.5 | 4.7 | 48.1 | 0.0 | 0.0 | | |
| | Free/Reduced-Price Meal | 22.3 | 2.2 | 22.8 | 0.0 | 0.0 | | |
| | Disability-With IEP (Total) | 44.0 | 4.4 | 39.2 | 4.4 | 100.0 | | |
| | Gap Group (non-duplicated) | 22.5 | 2.3 | 22.9 | 0.0 | 0.0 | | |

| Gap: Novice Reduction – High Schools | | | | | | | | |
|---|--------------------|-------------------|-------------------------|-------------------|-------------------------|-----------------------|------------------------|------------------|
| | | Prior Year | | Current Year | | | | |
| Content Area | Demographic Groups | Novice Percentage | Reduction Target Needed | Novice Percentage | Reduction Target Needed | Percent of Target Met | Points by Content Area | Novice Reduction |
| Reading | African American | 55.9 | 5.6 | 54.7 | 1.2 | 21.4 | 18.5 | 9.3 |
| | Hispanic or Latino | 48.3 | 4.8 | 45.6 | 2.7 | 56.3 | | |

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| | | | | | | | | |
|-------------|----------------------------------|------|-----|------|-----|------|-----|--|
| Reading | American Indian or Alaska Native | 39.5 | 4.0 | 40.0 | 0.0 | 0.0 | | |
| | English Learners | 91.7 | 9.2 | 90.7 | 1.0 | 10.9 | | |
| | Free/Reduced-Price Meal | 44.2 | 4.4 | 43.6 | 0.6 | 13.6 | | |
| | Disability-With IEP (Total) | 73.3 | 7.3 | 72.1 | 1.2 | 16.4 | | |
| | Gap Group (non-duplicated) | 44.6 | 4.5 | 44.1 | 0.5 | 11.1 | | |
| Mathematics | African American | 31.0 | 3.1 | 42.4 | 0.0 | 0.0 | 0.0 | |
| | Hispanic or Latino | 23.5 | 2.4 | 31.6 | 0.0 | 0.0 | | |
| | American Indian or Alaska Native | 26.3 | 2.6 | 30.6 | 0.0 | 0.0 | | |
| | English Learners | 43.2 | 4.3 | 55.5 | 0.0 | 0.0 | | |
| | Free/Reduced-Price Meal | 27.8 | 2.8 | 33.9 | 0.0 | 0.0 | | |
| | Disability-With IEP (Total) | 47.9 | 4.8 | 57.3 | 0.0 | 0.0 | | |
| | Gap Group (non-duplicated) | 27.9 | 2.8 | 34.4 | 0.0 | 0.0 | | |

Growth

Student growth performance is reported using a student growth percentile and categorical growth equally.

A Student Growth Percentile (SGP), compares an individual student's score to the student's academic peers. It recognizes schools and districts for the percentage of students showing typical or higher levels of growth in reading and mathematics. Elementary and middle school growth is based on annual reading and mathematics tests in grades 3-8. At the high school level, growth can no longer be computed and reported due to ACT discontinuing the ACT Plan assessment which provided the baseline on which to calculate growth compared to the ACT administered in 11th grade. Growth points are awarded for the percentage of students showing typical or higher growth, which is defined as the 40th percentile. Because the SGP model uses a normative distribution, statewide, the percentage of students scoring at the typical or higher level will be consistent from year to year at approximately 60 percent. At the individual school level, the percentage of students scoring at typical or higher level ranges from 20 percent to 90 percent.

A statistical program generates a Student Growth Percentile by comparing an individual student's score to the student's academic peers using two years of test scores. Growth is reported for reading and mathematics in grades 4 through 8.

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| Growth: Student Growth Percentile¹ | | | |
|--|---------|-------------|---------------------------------|
| | 2017 | | |
| | Reading | Mathematics | Reading and Mathematics Average |
| Elementary | 59.9 | 60.2 | 60.1 |
| Middle | 60.0 | 59.9 | 60.0 |

¹ State results are based on the standard grade configuration of K-5, 6-8 and 9-12.

The categorical growth model in reading and mathematics sums the number of students moving from a student performance level (NAPD) to a higher level and the number remaining at proficient and distinguished, divided by the total number of students.

| Growth: Categorical Growth¹ | | | |
|---|---------|-------------|---------------------------------|
| | 2017 | | |
| | Reading | Mathematics | Reading and Mathematics Average |
| Elementary | 59.5 | 55.9 | 57.8 |
| Middle | 63.5 | 53.1 | 58.4 |

¹ State results are based on the standard grade configuration of K-5, 6-8 and 9-12.

College/Career Readiness

After four years of continuous growth, the college and career-readiness rate dropped to 65.1 percent. While the number of college-ready students decreased, the number of students deemed career-ready increased.

| College/Career-Readiness (CCR) Rate | | | | | | |
|--|----------------------------------|----------------------------|---------------------------|--|--|------------------------------------|
| Year | Number of Graduates ¹ | College-Ready ² | Career-Ready ³ | College and Career Non-Duplicated Total Count ⁴ | Percentage of Graduates ¹ (College-and/or Career-Ready) | CCR Points with Bonus ⁵ |
| 2013 | 43,879 | 21,673 | 5,158 | 23,756 | 54.1% | 60.8 |
| 2014 | 43,722 | 24,322 | 7,865 | 27,308 | 62.5% | 72.4 |
| 2015 | 43,967 | 25,738 | 9,166 | 29,393 | 66.9% | 79.0 |
| 2016 | 44,777 | 26,906 | 9,910 | 30,691 | 68.5% | 81.9 |
| 2017 | 45,300 | 24,784 | 10,083 | 29,488 | 65.1% | 77.8 |

¹ Number of graduates and percentage of graduates include those who earn a high school diploma or alternative high school diploma.

² The College-Ready indicator includes graduates who met the Kentucky Council on Postsecondary Education (CPE) Systemwide Benchmarks for Reading (20), English (18) and Mathematics (19) on any administration of the ACT. The College Placement Tests indicator includes students who passed a college placement test, ACT Compass or Kentucky Online Testing (KYOTE).

³ The Career-Ready indicator includes graduates who met benchmarks for Career-Ready Academic on Armed Services Vocational Aptitude Battery (ASVAB) or ACT WorkKeys, and Career-Ready Technical on Kentucky Occupational Skills Standards Assessment (KOSSA), or received an Industry-Recognized Career Certification.

⁴ This is not a sum of the college-ready and career-ready columns. This total includes only individual graduates (non-duplicated) who received a high school diploma or alternative high school diploma. Graduates with a diploma could have met both college-ready and career-ready benchmarks. Graduates with an alternative high school diploma must have met the readiness standards on the Alternate K-PREP assessment Transition Attainment Record (TAR).

⁵ The CCR Points with Bonus column is calculated using the percentage of graduates (high school diploma or alternative high school diploma) College- and/or Career-Ready AND a half-point bonus for graduates meeting College-Ready (ACT, ACT Compass or KYOTE) AND Career-Ready Technical (KOSSA or Industry Certifications). ACT Compass was discontinued for KDE in June 2016. A limited number of students used ACT Compass at colleges/universities until December 2016 and are included in this release.

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Graduation Rate

A graduation rate for each high school and district that contains one or more high schools is reported annually. The Adjusted Cohort Graduation Rate is calculated by dividing the number of students who graduate with the number who enter high school four or five years earlier after adding any students who transfer into the cohort and subtracting any students who transfer out of the cohort to a legitimate educational setting (for example, transfer to an out-of-state school, enroll in a private school, emigrate to another country, or student death).

The four-year adjusted cohort graduation rate is used to determine whether a school/district met its graduation rate goal. In 2013-14, Kentucky began calculating a five-year adjusted cohort graduation rate. It is calculated the same way as the four-year adjusted cohort graduation rate with the addition of one year.

| Graduation Rate | | | |
|------------------------|-------------|---------------------------|---------------------------|
| | Year | Four-year Adjusted Cohort | Five-year Adjusted Cohort |
| High School | 2014 | 87.5 | 88.0 |
| | 2015 | 88.0 | 89.0 |
| | 2016 | 88.6 | 89.7 |
| | 2017 | 89.8 | 90.2 |

Advanced Placement (AP)

Rigorous Advanced Placement courses are available in more than [35 subjects](#), ranging from high-level math and science to fine arts. Students may opt to take a standardized end-of-course exam at the conclusion of each course, and if they score well enough on it, they may earn college credit. Although it varies from school to school, most colleges require a minimum qualifying score of 3 on an AP exam to earn college credit for the course. In 2017, more Kentucky students took more [Advanced Placement](#) (AP) tests and scored higher than in past years.

| All Kentucky Public High School Students Taking AP Exams | | | |
|---|-----------------------|-----------------|----------------------|
| | Number of Test-Takers | Number of Tests | Number of Scores 3-5 |
| 2014 | 30,181 | 48,859 | 23,586 |
| 2015 | 31,772 | 50,912 | 24,437 |
| 2016 | 31,463 | 49,865 | 24,777 |
| 2017 | 32,192 | 51,637 | 25,670 |

The most widely given tests in Kentucky in the 2016-17 school year were in English Language and Composition, U. S. History and English Literature and Composition, and Human Geography.

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| Number of Public School Students Taking One or More AP Exams – By Race/Ethnicity | | | | |
|---|------------------------------|--|------------------------------|--|
| | Number of test takers | Percentage of total test takers | Number of tests given | Number of test scores 3 or higher |
| American Indian | 33 | 0.1 | 51 | 26 |
| Asian | 1,304 | 4.05 | 2,784 | 1,811 |
| African American | 2,043 | 6.35 | 2,926 | 790 |
| Hispanic | 1,342 | 4.17 | 2,064 | 847 |
| Pacific Islander | 33 | 0.1 | 52 | 26 |
| 2 or more races | 703 | 2.18 | 1,100 | 525 |
| White | 26,734 | 83.05 | 42,660 | 21,645 |
| TOTAL | 32,192 | 100 | 51,637 | 25,670 |

*Beginning in the 2015-16 school year, reporting of race/ethnicity was updated to reflect the United States Department of Education guidelines. Due to these changes, it is not possible to make direct comparisons of student group populations in prior years. Race/ethnicity information is self-reported by students.

ACT (public school juniors)

Since 2008, all of Kentucky’s public school juniors have participated in the ACT college entrance exam, which assesses English, mathematics, reading and science and is scored on a scale of 1 to 36. State funds cover the cost of the exam. Kentucky juniors increased their scores in all subject areas this year.

| ACT Scores Kentucky Public School Juniors | | | | | | |
|--|-------------|-------------|-------------|-------------|-------------|---------------|
| School year | English | Mathematics | Reading | Science | Composite | Total Tested |
| 2012-13 | 18.4 | 18.9 | 19.4 | 19.5 | 19.2 | 43,960 |
| 2013-14 | 18.7 | 19.2 | 19.6 | 19.6 | 19.4 | 44,055 |
| 2014-15 | 19.0 | 18.9 | 19.8 | 19.3 | 19.4 | 45,626 |
| 2015-16 | 19.0 | 19.0 | 19.9 | 19.8 | 19.5 | 45,330 |
| 2016-17 | 19.2 | 19.4 | 20.3 | 19.9 | 19.8 | 45,745 |

The Kentucky Council on Postsecondary Education (CPE) sets systemwide standards for college readiness based on ACT’s English (18), mathematics (19) and reading (20) assessments. Students attending a Kentucky public college or university 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. This year’s results show more Kentucky public school students reaching CPE benchmarks.

| Percentages of Kentucky Public School Juniors Who Meet CPE Benchmarks for College-Level Readiness | | | |
|--|--------------|--------------|--------------|
| School year | English | Mathematics | Reading |
| 2012-13 | 53.1% | 39.6% | 44.2% |
| 2013-14 | 55.9% | 43.5% | 47.1% |
| 2014-15 | 55.3% | 38.1% | 47.4% |
| 2015-16 | 54.3% | 39.7% | 49.2% |
| 2016-17 | 55.8% | 43.7% | 53.2% |

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For more details, including the data broken down by student group, visit the [School Report Card](#) on the Kentucky Department of Education website. These electronic report cards provide a wealth of information about each school and district including test performance, teacher qualifications, student safety, parent involvement and more. State level data also is available.

School districts will send home individual student results in the coming weeks.

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