

**Test Results and Other Indicators**

**In**

**Tabular and Graphical Forms**

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**Contains New AFQT Scores, Deletes Questionable Dropout Data**

**3 June 2004**

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## **FORWARD**

The information in this booklet has been selected to allow an analysis of the Kentucky Education Reform Act's actual impact on the state's public school education system using national-level test products and other widely accepted measures of education effectiveness.

In reviewing this data, keep the following in mind:

- (1) Public education is a complex process and no single indicator can adequately measure the results. That is why six different academic indicators and a number of non-academic indicators are included in this booklet. This data is best considered as a whole.
- (2) Testing with Kentucky's first reform-oriented school accountability test, the Kentucky Instructional Results Information System (KIRIS), began during the 1991-92 school year. Because this assessment was designed to be the central driving force for education reform, it is reasonable to argue that the effects of the reform began to take hold in the classroom during this school year.
- (3) Both the Kentucky Education Reform Act and the court case that led to this act require Kentucky students to compare favorably to those in other states. Therefore, where possible, the comparison shown is the difference between Kentucky's performance and the average for either the nation or for Kentucky's seven neighboring states.

### **NOTE ON DROPOUT DATA**

Due to questionable accuracy, all dropout data has been dropped from this issue of the KERA Data Book. In August 2003 the Kentucky Program Review and Investigations Committee voted to audit this data, and the audit will not be completed until sometime in 2005. Pending that audit, Kentucky dropout data must be considered of doubtful accuracy.

*Questions concerning this information should be forwarded to the editor:*

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# ACT (American College Testing) All Students

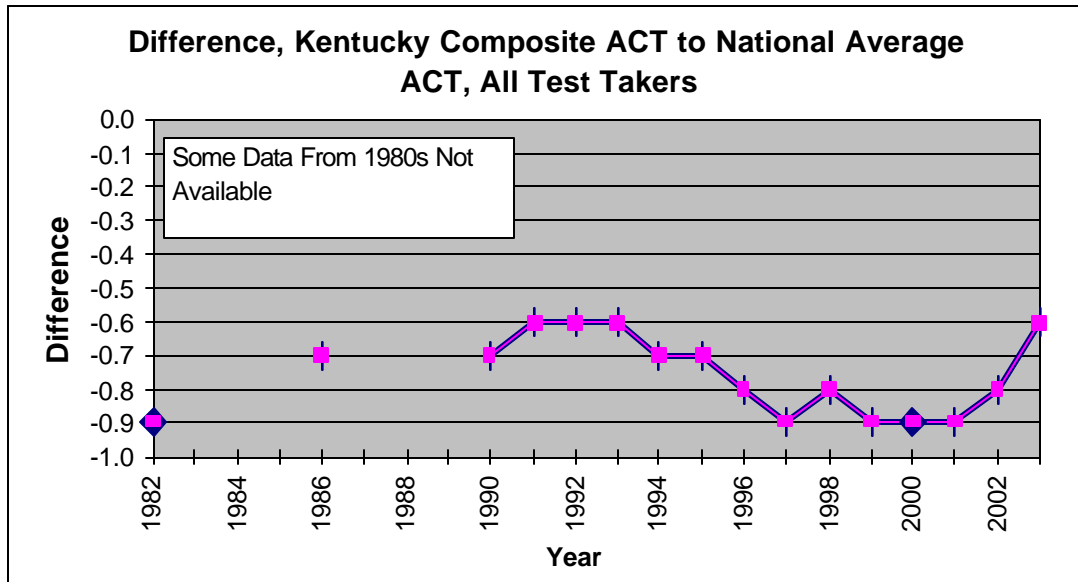
## Kentucky and National Average Composite Scores, All Students

Sources: 1982 to 1995 "Academic Progress In Kentucky", by Dr. Faurest Coogle, Kentucky School Advocate, October 1995, Kentucky School Boards Association, Frankfort, KY.  
1996 and later: ACT Assessment, (year) Results, Kentucky, American College Testing, Iowa City, IA

Note: ACT is scored on a range of 0 to 36.

Year	KY Score	U.S. Aver.	Difference
1982	17.5	18.4	-0.9
1986	18.1	18.8	-0.7
1990	19.9	20.6	-0.7
1991	20.0	20.6	-0.6
1992	20.0	20.6	-0.6
1993	20.1	20.7	-0.6
1994	20.1	20.8	-0.7
1995	20.1	20.8	-0.7
1996	20.1	20.9	-0.8
1997	20.1	21.0	-0.9
1998	20.2	21.0	-0.8
1999	20.1	21.0	-0.9
2000	20.1	21.0	-0.9
2001	20.1	21.0	-0.9
2002	20.0	20.8	-0.8
2003	20.2	20.8	-0.6

Important Note: ACT allowed calculators on the math portion of the test for the first time in 1997. An estimated inflation factor due to this change is 0.4 points for math and 0.1 points for composite (based on jumps from 1996 to 1997 in US ACT scores and subsequent trends). Subsequent math and composite scores are influenced to some degree by this change.



# ACT (American College Testing) Public School Students Only

## Kentucky and National Average Composite Scores, Public School Students

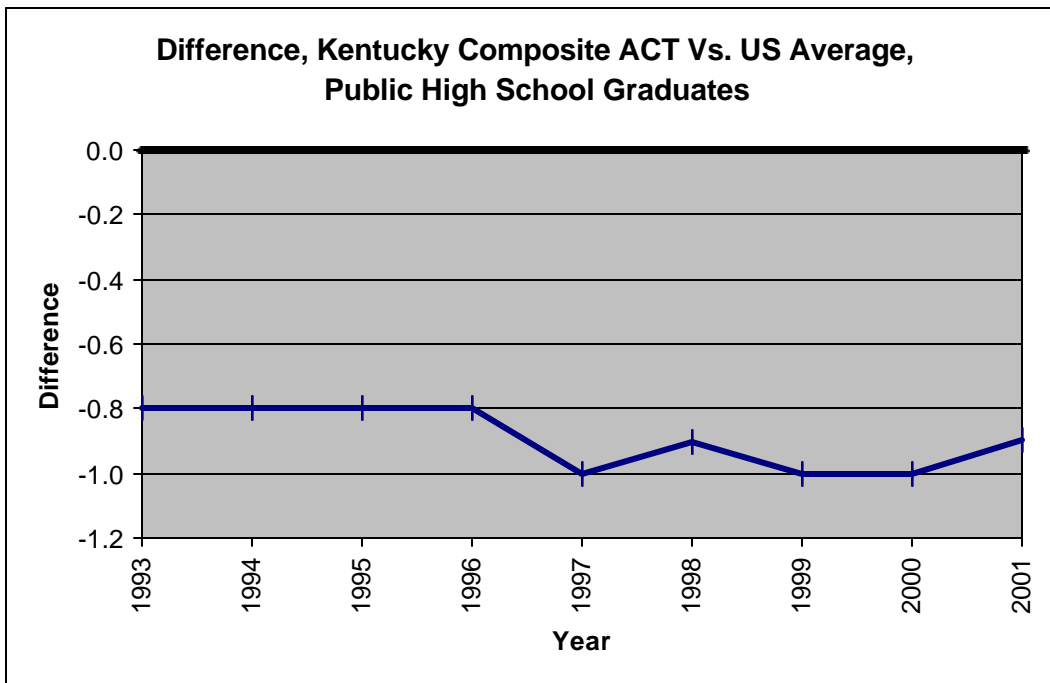
Sources: Kentucky Scores: Analysis of ACT Kentucky Public High School Electronic Data File

US Scores: ACT Analysis, American College Testing, Iowa City, IA

Notes: ACT is scored on a range of 0 to 36. When evaluating the impact of the Kentucky Education Reform Act, it is more accurate to examine only performance of public school students whenever possible.

Year	KY Score	U.S. Aver.	Difference
1993	19.9	20.7	-0.8
1994	19.9	20.7	-0.8
1995	19.9	20.7	-0.8
1996	20.0	20.8	-0.8
1997	20.0	21.0	-1.0
1998	20.2	21.1	-0.9
1999	20.0	21.0	-1.0
2000	20.0	21.0	-1.0
2001	20.0	20.9	-0.9
2002	19.9	Not Avail.	
2003	20.1	Not Avail.	

Important Note: ACT allowed calculators on the math portion of the test for the first time in 1997. An estimated inflation factor due to this change is 0.4 points for math and 0.1 points for composite (based on jumps from 1996 to 1997 in US ACT scores and subsequent trends). Subsequent math and composite scores are influenced to some degree by this change.



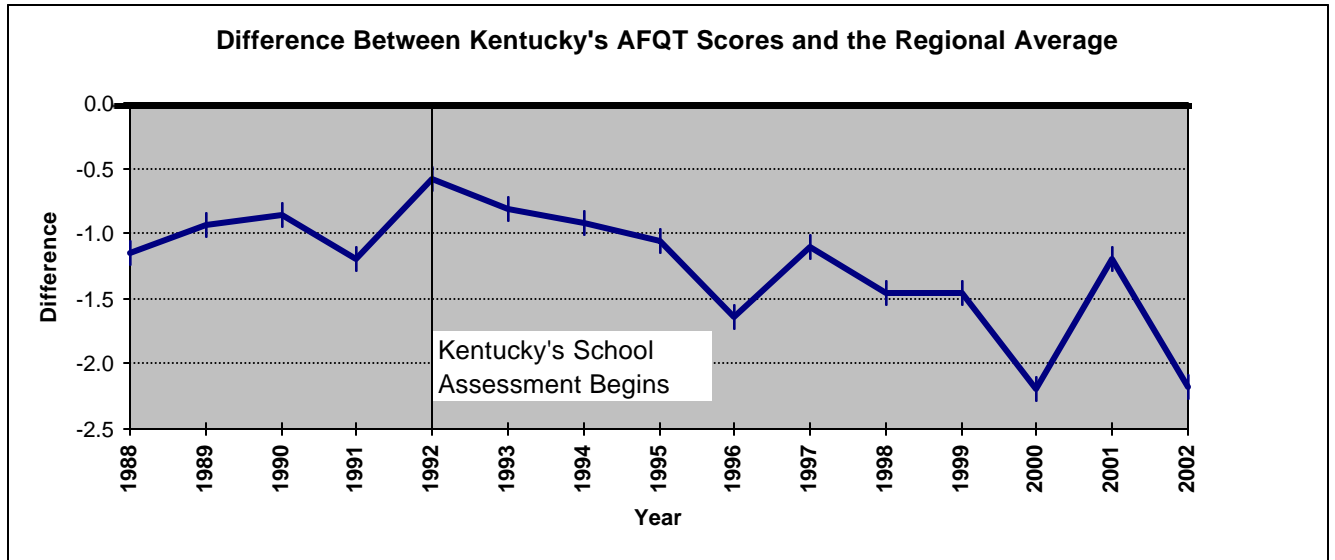
# AFQT (Armed Forces Qualification Test)

## Mean Scores, Enlisted Applicants

Source: Office of the Secretary of Defense (Force Management Policy), Washington, D.C. (from OSD Database for Population Representation in the Military Services)

Note: The DOD advises caution in using these scores to judge communities or school systems because AFQT takers do not represent a truly random sample. Never-the-less, these scores do indicate how Kentucky applicants for military service compared to applicants from other states. Also, when considered along with other data in this booklet, the relevance of these scores becomes more significant. Scores range from 0 to 100.

State	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
Kentucky	57.92	56.5	58.6	60.4	61.4	60.0	60.23	60.14	59.2	59.3	58.4	57.7	56.9	58.0	58.9
W. Virginia	58.3	56.7	58.1	60.4	60.2	58.5	59.22	58.45	59.9	57.6	57.4	57.1	56.7	56.6	57.9
Ohio	59.19	57.7	59.3	61.5	61.9	60.9	61.54	61.61	61.7	61.2	61.1	59.8	59.7	60.4	61.8
Indiana	60.28	58.8	60.4	62.6	63.3	62.4	62.35	63.79	62.8	62.9	61.9	62.0	61.9	61.4	63.5
Illinois	58.75	56.7	59.1	61.5	61.7	60.8	61.06	61.45	60.9	60.5	59.9	58.6	58.6	58.5	60.8
Missouri	60.47	57.9	60.3	62.9	63.1	61.6	61.89	61.91	61.6	60.7	60.0	59.1	59.3	59.8	61.0
Tennessee	57.14	56.3	59.0	60.4	60.7	60.1	60.24	60.62	60.0	60.4	59.3	59.3	59.4	59.1	61.4
Virginia	59.37	58.0	60.0	61.9	63.0	61.4	61.71	60.56	59.0	59.5	59.4	58.2	58.0	58.6	61.1
Average w/o KY	59.07	57.44	59.46	61.60	61.99	60.81	61.14	61.20	60.8	60.4	59.9	59.2	59.1	59.2	61.1



# CTBS/4 and CTBS/5 (Comprehensive Test of Basic Skills) GRADE 3 Percentile Rank

Sources: 1989 & 1990, Converted from NCE Scores Provided by Kentucky School Boards Association, Frankfort, KY using CTB/McGraw Hill curves in "How is the Normal Curve Equivalent (NCE) Intended to Be Used?" and Adjusted per discussion below

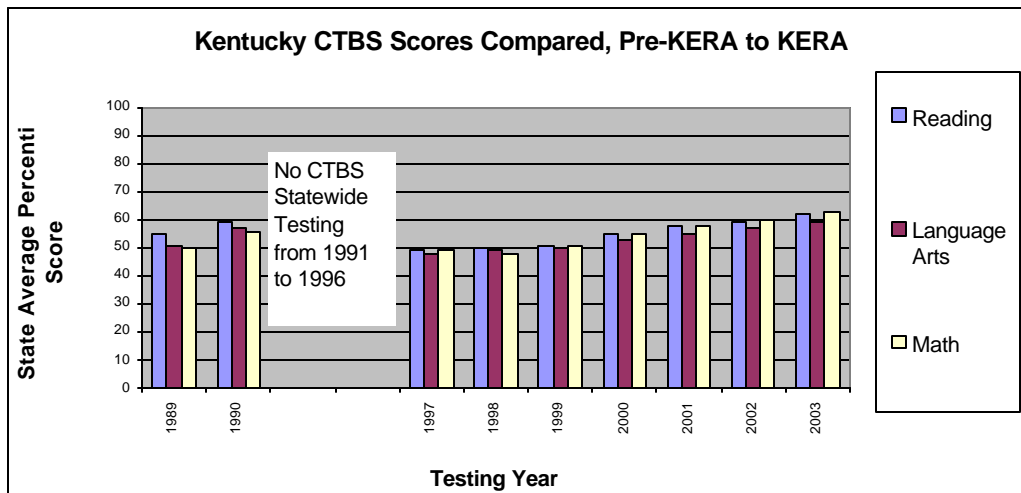
1997 and Later: Kentucky Department of Education, Frankfort, KY

In October, 1997, CTB/McGraw Hill published a CTBS/4 to CTBS/5 expected score equivalence table in *Terra Nova Technical Bulletin 1*, Table 42. Per Table 42, for a child to score at the 50th percentile on CTBS/4, he would have to score at the 54th percentile for reading, the 51st percentile for language, and the 53rd percentile for math on CTBS/5. Using the resulting correction factors of 4, 1, and 3, respectively, the CTBS/4 scores in the table below were increased to allow fair comparison to the CTBS/5 scores.

It should also be noted that Kentucky used exactly the same CTBS/5 test from 1997 to 2002. Also, Kentucky allows testing accommodations for students with learning disabilities, such as reading the reading CTBS/5 to the student, which were not allowed when the assessment was normed in 1996. Thus, Kentucky scores must be considered inflated when compared to true national average CTBS/5 scores.

**Percentile Ranks, CTBS/4 Adjusted to Approximately Equal Scale Using Factors From CTB\McGraw Hill, Terra Nova Technical Bulletin 1, Table 42**

Year	Type	Reading	Language Arts	Math
1989	CTBS/4	55	51	50
1990	CTBS/4	59	57	56
1997	CTBS/5	49	48	49
1998	CTBS/5	50	49	48
1999	CTBS/5	51	50	51
2000	CTBS/5	55	53	55
2001	CTBS/5	58	55	58
2002	CTBS/5	59	57	60
2003	CTBS/5	62	59	63



# NAEP (National Assessment of Education Progress) Results with Trends for States

Sources: NAEP 1998 Reading Report Card For the Nation and the States, March 1998, U.S. Dept of Education, Washington, DC. (For Reading Scores)  
NAEP 1996 Mathematics, Cross-State Compendium for the Grade 4 and Grade 8 Assessment, December, 1997, U.S. Dept of Education, Washington, D.C. (For Math Scores)  
NAEP 2000 Math Report Cards, August 2001, U.S. Dept of Education, Washington, D.C.

Notes: NAEP Reading and Math are scored on a range of 0 to 500.

A frequently heard myth is that Kentucky used to score at the bottom of the NAEP state rankings and has improved recently. As shown, this is completely incorrect.

## Important Cautions About Kentucky's NAEP Scores

Beginning in 1996, Kentucky's NAEP scores began to be corrupted by increasing exclusion of students with learning disabilities. This first became apparent on the 4<sup>th</sup> grade math assessment of 1996. This problem has become more significant on every NAEP state assessment since. Exclusions on the order of 10 percent of Kentucky's raw sample have been the norm on recent NAEP assessments, while exclusions used to run about 4 percent in the early 1990s. Kentucky's recent exclusion rates are notably higher than the national average rates (even though the national average exclusion rates have also increased). In NAEP assessments in the early 1990s, Kentucky's exclusion was below the national average.

Kentucky is not the only state demonstrating this phenomenon. North Carolina has experienced even larger increases than Kentucky on the most recent NAEP math assessments, for example.

There is no widely accepted research on the impacts of increased exclusion on NAEP, but work by this author suggests there may be at least one point of inflation in scores for every one percent of increased exclusion. Thus, in the case of Kentucky, the 6 percent larger portion of the raw sample that was excluded from 4<sup>th</sup> grade NAEP reading in 1998 versus 1994 may account for all of the 6 point score rise for those years, leaving the state with no true score increase what so ever. Similar situations impact Kentucky's math results. It is noteworthy that when Kentucky's exclusion rate increased only slightly on 4<sup>th</sup> grade NAEP math between 1996 and 2000, the state's NAEP score change was statistically insignificant. By comparison, the state's 8<sup>th</sup> grade NAEP math score increase for those years is offset by a near doubling of exclusion. That increase reduces the 8<sup>th</sup> grade results to the level of insignificant change, as well.

**Caution: KY NAEP Scores May  
Be Invalid After 1994 Due to  
Increasing Exclusion of Students  
with Learning Disabilities**



# NAEP Tests With Trend Information About State Rankings

Sources: NAEP Math and Reading Report Cards for reported years, National Center for Education Statistics, Washington, DC. Reports generally issued one year after the testing year listed below.

**Caution: Scores For 1996 And Later May Be Invalid For Kentucky And Other States Due To Increased Exclusion of Students with Learning Disabilities**

#	NAEP 4 <sup>th</sup> Grade Math						NAEP 8 <sup>th</sup> Grade Math								#
	1992		1996		2000		1990		1992		1996		2000		
	State	Score	State	Score	State	Score	State	Score	State	Score	State	Score	State	Score	
1	MF	232	MF	232	MN	235	ND	281	ND	282	ND	284	MN	288	1
2	IA	230	MN	232	MA	235	MT	280	IA	283	ME	284	MT	287	2
3	ND	229	CT	232	IN	234	IA	278	MN	282	MN	284	ME	284	3
4	WI	229	WI	231	CT	234	NE	276	ME	279	IA	284	KA	284	4
5	MN	228	ND	231	TX	233	MN	275	WI	278	MT	283	VT	283	5
6	CT	227	IN	229	IA	233	WI	274	NE	278	WI	283	OH	283	6
7	MA	227	IA	229	VT	232	WY	272	WY	275	NE	283	ND	283	7
8	NJ	227	MA	229	NC	232	OR	271	UT	274	CT	280	MA	283	8
9	NE	225	TX	229	KS	232	CT	270	CT	274	VT	279	IN	283	9
10	WY	225	NE	228	OH	231	CO	267	MA	273	AK	278	CT	282	10
11	UT	224	MT	228	ND	231	IN	267	CO	272	MA	278	OR	281	11
12	PA	224	NJ	227	MI	231	MI	264	IN	270	MI	277	NE	281	12
13	MO	222	UT	227	ME	231	VA	264	MO	271	UT	277	NC	280	13
14	IN	221	MI	226	VA	230	NY	261	VA	268	OR	276	MI	278	14
15	CO	221	PA	226	MT	230	MD	261	MI	267	WA	276	ID	278	15
16	VA	221	CO	226	WY	229	DE	261	NY	266	CO	276	WY	277	16
17	MI	220	WA	225	MO	229	RI	260	RI	266	IN	276	VA	277	17
18	NY	218	VT	225	UT	227	AZ	260	MD	265	WY	275	IL	277	18
19	TX	218	MO	225	OR	227	GA	259	AZ	265	MO	273	NY	276	19
20	DE	218	NC	224	NY	227	TX	258	TX	265	NY	270	MD	276	20
21	MD	217	AK	224	ID	227	KY	257	DE	263	TX	270	UT	275	21
22	GA	216	OR	223	NE	226	CA	256	KY	262	VA	270	TX	275	22
23	KY	215	WV	223	WV	225	AR	256	CA	261	MD	270	MO	274	23
24	RI	215	WY	223	RI	225	WV	256	SC	261	RI	269	RI	273	24
25	WV	215	VA	223	OK	225	NM	256	FL	260	AZ	268	KY	272	25
26	AZ	215	NY	223	IL	225	FL	255	NM	260	NC	268	OK	272	26
27	FL	214	MD	221	MD	222	AL	253	WV	259	KY	267	WV	271	27
28	HI	214	KY	220	KY	221	NC	250	TN	259	DE	267	AZ	271	28
29	NC	213	RI	220	TN	220	HI	251	GA	259	WV	265	NV	268	29
30	NM	213	TN	219	SC	220	LA	246	NC	258	FL	264	SC	266	30
31	SC	212	NV	218	NV	220			HI	257	TN	263	GA	266	31
32	TN	211	AZ	218	GA	220			AR	256	CA	263	TN	263	32
33	AR	210	AR	216	AZ	219			AL	252	GA	262	HI	263	33
34	AL	208	FL	216	LA	218			LA	250	HI	262	CA	262	34
35	CA	208	GA	215	AL	218			MS	246	NM	262	AL	262	35
36	LA	204	DE	215	AR	217					AR	262	AR	261	36
37	MS	202	HI	215	HI	216					SC	261	NM	260	37
38			NM	214	NM	214					AL	257	LA	259	38
39			SC	213	CA	214					LA	252	MS	254	39
40			AL	212	MS	211					MS	250			40
41			CA	209											41
42			LA	209											42
43			MS	208											43

**Caution: 1998 and Later 4th Grade Reading Scores May Be Invalid Due to Increased Exclusion of Students with Learning Disabilities**

NAEP 4 <sup>th</sup> Grade Reading									
	1992		1994		1998		2002		
#	State	Score	State	Score	State	Score	State	Score	#
1	NH	228	MF	228	CT	232	MA	234	1
2	ME	227	ND	225	MT	226	CT	229	2
3	MA	226	WI	224	NH	226	VT	227	3
4	ND	226	IA	223	MA	225	ME	225	4
5	IA	225	MA	223	ME	225	MN	225	5
6	WI	224	NH	223	WI	224	VA	225	6
7	NJ	223	CT	222	IA	223	DE	224	7
8	WY	223	MT	222	CO	222	MT	224	8
9	CT	222	WY	221	KS	222	ND	224	9
10	IN	221	IN	220	MN	222	WA	224	10
11	MN	221	NE	220	OK	220	IA	223	11
12	NE	221	RI	220	WY	219	IN	222	12
13	PA	221	NJ	219	KY	218	KS	222	13
14	VA	221	MN	218	RI	218	NE	222	14
15	MO	220	MO	217	VA	218	NY	222	15
16	UT	220	UT	217	MI	217	NC	222	16
17	CO	217	PA	215	NC	217	OH	222	17
18	RI	217	NC	214	TX	217	UT	222	18
19	WV	216	CO	213	WA	217	PA	221	19
20	NY	215	TN	213	MO	216	WY	221	20
21	KY	213	VA	213	NY	216	ID	220	21
22	DE	213	WA	213	WV	216	MO	220	22
23	TX	213	WV	213	MD	215	OR	220	23
24	GA	212	KY	212	UT	215	RI	220	24
25	NC	212	NY	212	OR	214	KY	219	25
26	TN	212	TX	212	DE	212	MI	219	26
27	AR	211	MD	210	TN	212	WV	219	27
28	MD	211	AR	209	AL	211	MD	217	28
29	NM	211	AL	208	GA	210	TX	217	29
30	SC	210	GA	207	SC	210	GA	215	30
31	AZ	209	AZ	206	AR	209	FL	214	31
32	FL	208	DE	206	NV	208	SC	214	32
33	AL	207	FL	205	AZ	207	TN	214	33
34	LA	204	NM	205	FL	207	AR	213	34
35	HI	203	SC	203	NM	206	OK	213	35
36	CA	202	MS	202	LA	204	NV	209	36
37	MS	199	HI	201	MS	204	HI	208	37
38			CA	197	CA	202	NM	208	38
39			LA	197	HI	200	AL	207	39
40							LA	207	40
41							CA	206	41
42							AZ	205	42
43							MS	203	43

# PSAT

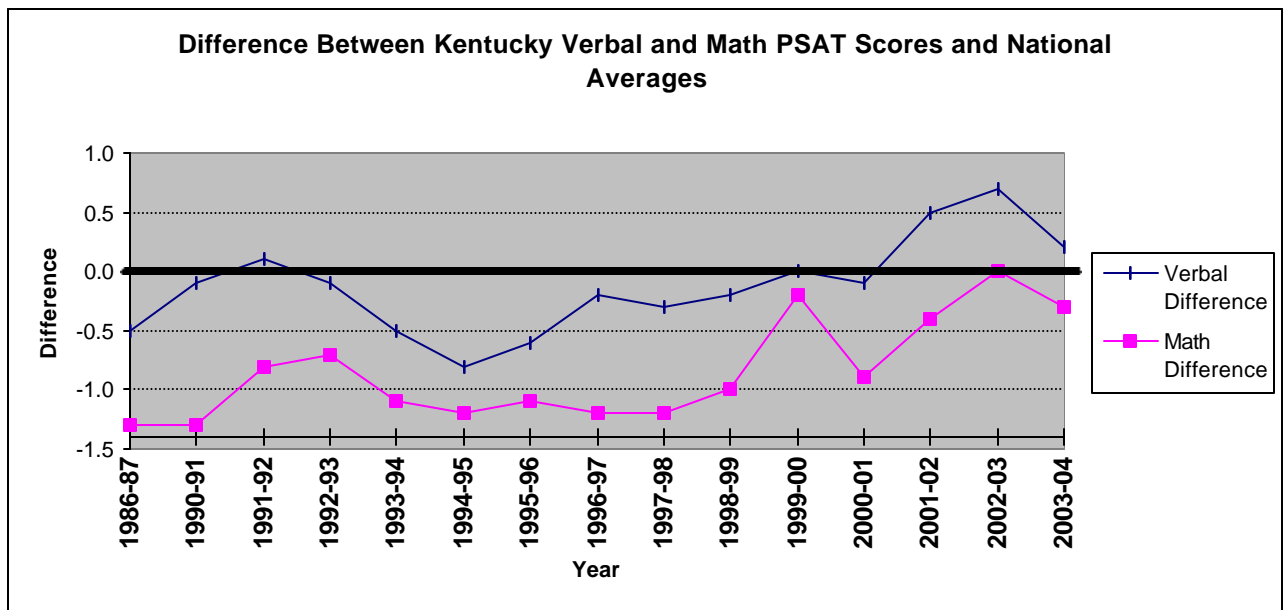
## (Pre-Scholastic Assessment Test)

Source: 1997-98 and earlier Scores: *Kentucky Education*, by Dr. Faurest Coogle, Kentucky School Boards Association, Frankfort, KY. 1998

1998-99 and Later Scores: The College Board, PSAT/NMSQT Summary Report for College Bound Juniors for the respective year, The College Board, New York, NY (Dated By Year)

Note: Scores range from 20 to 80.

	Kentucky	U.S. Ave.	Verbal	Kentucky	U.S. Ave.	Math
	Verbal	Verbal	Difference	Math	Math	Difference
1989-90	39.8	40.2	-0.4	43.6	44.4	-0.8
1990-91	40.3	40.4	-0.1	43.7	45.0	-1.3
1991-92	40.7	40.6	0.1	44.7	45.5	-0.8
1992-93	40.3	40.4	-0.1	44.9	45.6	-0.7
1993-94	40.6	41.1	-0.5	44.7	45.8	-1.1
1994-95	48.0	48.8	-0.8	46.7	47.9	-1.2
1995-96	48.1	48.7	-0.6	47.8	48.9	-1.1
1996-97	47.8	48.2	-0.4	48.2	49.2	-1.0
1997-98	48.0	48.7	-0.7	48.0	49.0	-1.0
1998-99	47.6	47.8	-0.2	47.6	48.6	-1.0
1999-00	48.3	48.3	0.0	49.0	49.2	-0.2
2000-01	48.2	48.3	-0.1	48.5	49.4	-0.9
2001-02	48.8	48.3	0.5	48.6	49.0	-0.4
2002-03	48.7	48.0	0.7	49.2	49.2	0.0
2003-04	47.4	47.2	0.2	47.8	48.1	-0.3



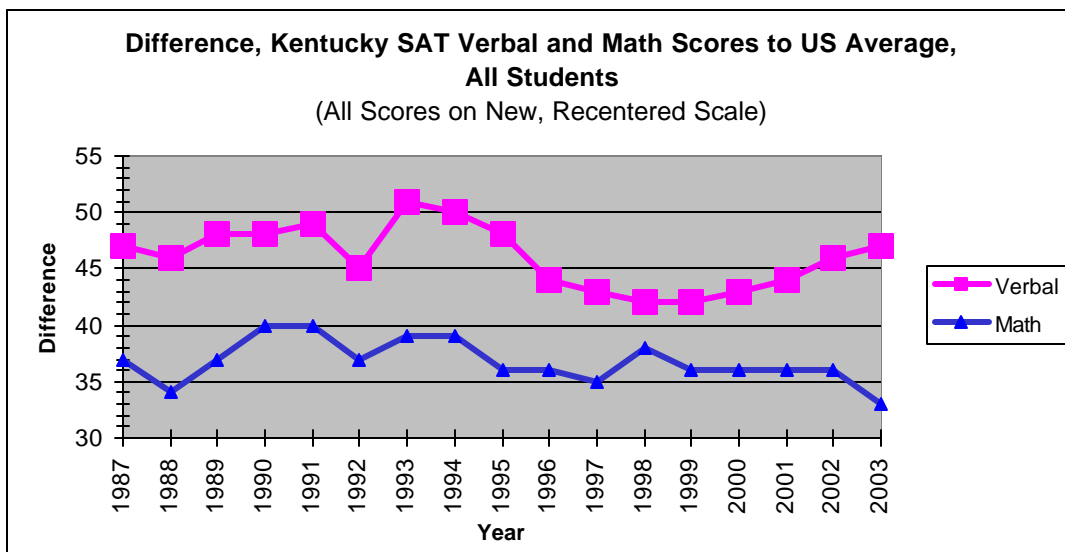
# SAT (Scholastic Assessment Test)

## Difference Between Kentucky Scores and National Averages

Sources: Press Releases, "College Board Reports Continuing Upward Trend in Average Scores on SAT I," August 22, 1996 and "College Bound Seniors" 1997 (On the World Wide Web at <http://www.collegeboard.org/>), Telecon to College Board Southern Region. Later years from SAT on-line database ([www.collegeboard.org/](http://www.collegeboard.org/))

Note: Scores range from 200 to 800. All scores below are converted to SAT 1994 Recentered Scale.

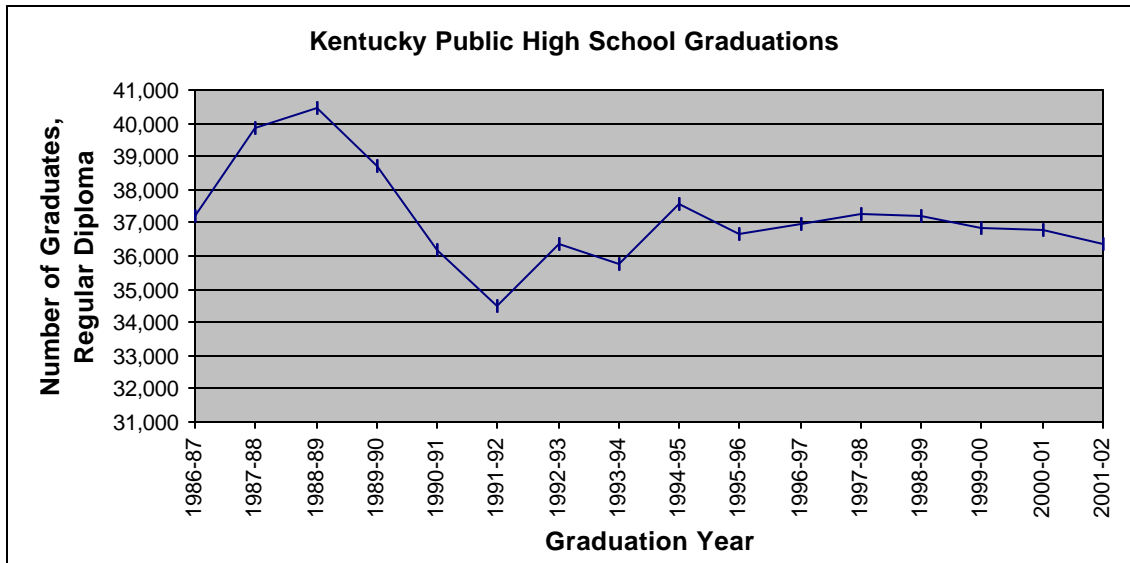
Year	KY Verbal	U.S. Average Verbal	Verbal Difference	KY Math	U.S. Average Math	Math Difference
1987	554	507	47	538	501	37
1988	551	505	46	535	501	34
1989	552	504	48	539	502	37
1990	548	500	48	541	501	40
1991	548	499	49	540	500	40
1992	545	500	45	538	501	37
1993	551	500	51	542	503	39
1994	549	499	50	543	504	39
1995	552	504	48	542	506	36
1996	549	505	44	544	508	36
1997	548	505	43	546	511	35
1998	547	505	42	550	512	38
1999	547	505	42	547	511	36
2000	548	505	43	550	514	36
2001	550	506	44	550	514	36
2002	550	504	46	552	516	36
2003	554	507	47	552	519	33



## Kentucky Public School Graduation Statistics

Source: Kentucky Department of Education (note: KDE delays release of these figures by one school year)

Year	Graduates	Year	Graduates
1986-87	37189	1994-95	37588
1987-88	39849	1995-96	36641
1988-89	40435	1996-97	36993
1989-90	38693	1997-98	37270
1990-91	36205	1998-99	37179
1991-92	34498	1999-00	36831
1992-93	36360	2000-01	36957
1993-94	35777	2001-02	36366



# High School Graduation Rates, Public Schools

(Percentage of 9th graders who graduate four years later)

Senior Class Year	Kentucky Fall Membership in Grade Nine	Kentucky Graduations	Kentucky Graduation Rate	US Fall Membership in Grade Nine	US Graduations	US Graduation Rate
1986-87	54,428	37,198	68.3			<b>72.9</b>
1987-88	57,180	39,849	69.7			<b>72.7</b>
1988-89	57,749	40,435	70.0			<b>71.4</b>
1989-90	55,038	38,693	70.3	3,256,000	2,320,337	71.3
1990-91	51,188	36,205	70.7	3,143,000	2,234,893	71.1
1991-92	48,563	34,498	71.0	3,106,000		<b>71.7</b>
1992-93	50,010	36,360	72.7	3,141,000	2,233,241	71.1
1993-94	50,958	35,777	70.2	3,169,000	2,220,849	70.1
1994-95	53,502	37,588	70.3	3,313,000	2,273,541	68.6
1995-96	53,819	36,641	68.1	3,352,000	2,273,109	67.8
1996-97	54,502	36,993	67.9	3,487,000	2,341,000	67.1
1997-98	55,675	37,270	66.9	3,604,000	2,439,050	67.7
1998-99	56,411	37,179	65.9	3,704,000	2,488,605	67.2
1999-00	56,717	36,831	64.9	3,801,000	<b>2,531,524*</b>	<b>66.6*</b>
2000-01	56,296	36,957	65.6	3,819,000	<b>2,542,398*</b>	<b>66.6*</b>
2001-02	54,743	36,366	66.4			

\* Estimates. All other figures are actual data.

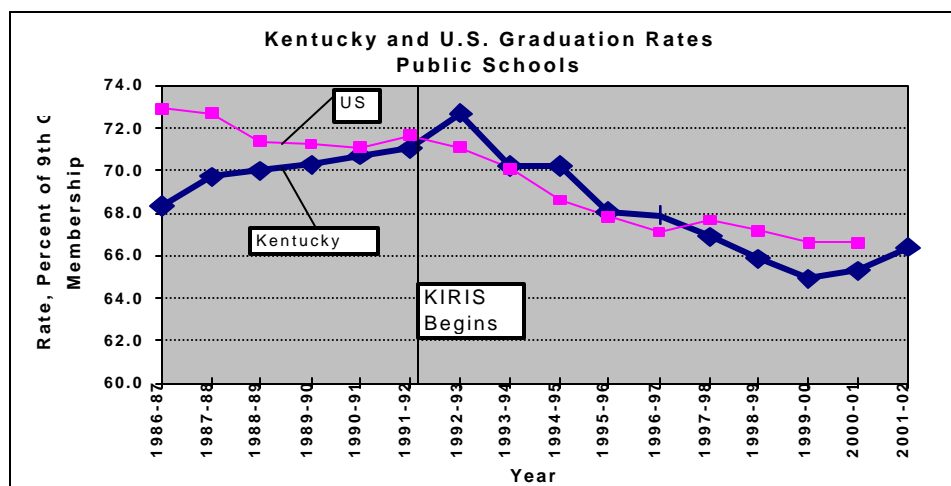
Data Sources: Kentucky 9th Grade memberships: 1998 and earlier: KY SD-125R report, KDE  
1999 and later: Fall Growth Factor Ethnic Reports, KDE

Kentucky Graduations: Prior to 1992, KDE Paper Data Files  
1991-92 and later: KDE Transition to Adult Life Report

US Fall Membership and US Public School Graduations: *Digest of Education Statistics*, for years from 1996 to 2001, US Department of Education NCES, Tables 39, 43, 105.

US Grad Rates 1986-87 to 1988-89 and 1991-92: Thomas G. Mortenson, "Making it to Graduation," *Gaining Ground*, The Prichard Committee for Academic Excellence, Lexington, KY Nov 1999. (Per Conversations with Mr. Mortenson, based on data files from: Western Interstate Commission for Higher Education, Boulder, CO, 80301-9752).

Other US grad rates calculated from US Membership and Graduation data, *Digest of Education Statistics*, National Center for Education Statistics, various years.





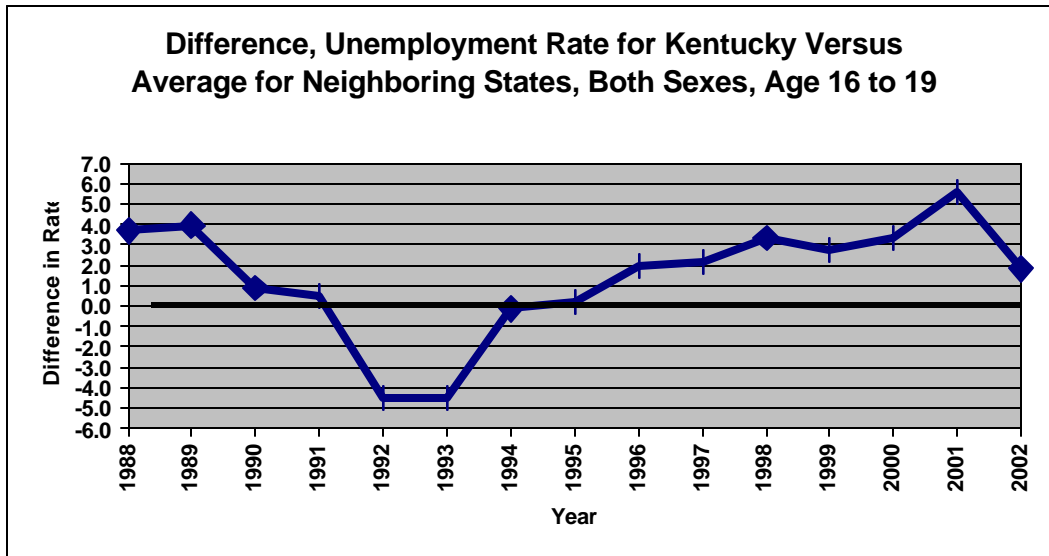
# Unemployment Rates for 16 to 19 Year Olds in Kentucky and Neighboring States, Both Sexes

## Rate per 1000

Source: Geographic Profile of Employment and Unemployment (for the appropriate year), Table 12, U.S. Department of Labor, Bureau of Labor Statistics, Washington, D.C.

Data Source: US Dept of Labor, Table 12, Employment status of the civilian noninstitutional population by sex, age, race, and Hispanic origin, (Year) annual averages (For 2001 Year at <http://www.bls.gov/lau/table12full01.pdf>)

Year	KY	WV	OH	IN	IL	MO	TN	VA	Aver. w/o KY	Difference KY - Aver.
1988	20.6	26.8	15.6	12.0	16.3	20.0	14.8	12.9	16.9	3.7
1989	19.6	21.9	14.8	9.5	15.0	19.2	14.9	14.1	15.6	4.0
1990	17.0	17.9	15.4	15.7	15.6	13.9	14.4	20.1	16.1	0.9
1991	20.9	28.4	18.1	19.2	18.7	18.2	18.4	22.0	20.4	0.5
1992	15.6	29.5	20.0	18.6	21.4	12.0	17.2	21.8	20.1	-4.5
1993	15.7	35.0	18.1	14.5	18.9	15.5	20.5	19.1	20.2	-4.5
1994	17.5	31.2	16.1	14.0	14.6	16.0	13.1	18.5	17.6	-0.1
1995	17.5	24.6	14.6	14.0	15.4	13.9	20.0	18.9	17.3	0.2
1996	18.8	25.2	15.9	14.2	16.6	14.8	19.0	12.0	16.8	2.0
1997	18.4	27.3	15.8	10.7	14.1	16.1	18.0	11.4	16.2	2.2
1998	16.7	20.4	14.2	8.2	12.5	11.8	14.0	12.4	13.4	3.3
1999	16.4	23.0	13.8	12.4	12.9	8.7	12.1	12.6	13.6	2.8
2000	15.8	18.9	11.3	11.9	11.9	11.9	13.4	7.7	12.4	3.4
2001	20.4	18.9	13.6	12.6	14.9	14.7	13.5	15.2	14.8	5.6
2002	18.6	20.3	15.8	15.1	18.3	17.4	15.0	15.5	16.8	1.8



**Civilian noninstitutional population.** Included are persons 16 years of age and older residing in the 50 States and the District of Columbia who are not inmates of institutions (for example, penal and mental facilities and homes for the aged) and who are not on active duty in the Armed Forces.

**Employed persons.** These are all persons who, during the reference week, (a) did any work at all (at least 1 hour) as paid employees, worked in their own business or profession or on their own farm, or worked 15 hours or more as unpaid workers in an enterprise operated by a member of the family, and (b) were not working but had jobs or businesses from which they were temporarily absent



because of vacation, illness, bad weather, childcare problems, maternity or paternity leave, labor-management dispute, job training, or other family or personal reasons, whether or not they were paid for the time off or were seeking other jobs.

## **Extended School Services Enrollment Implications for Kentucky's Ungraded Primary**

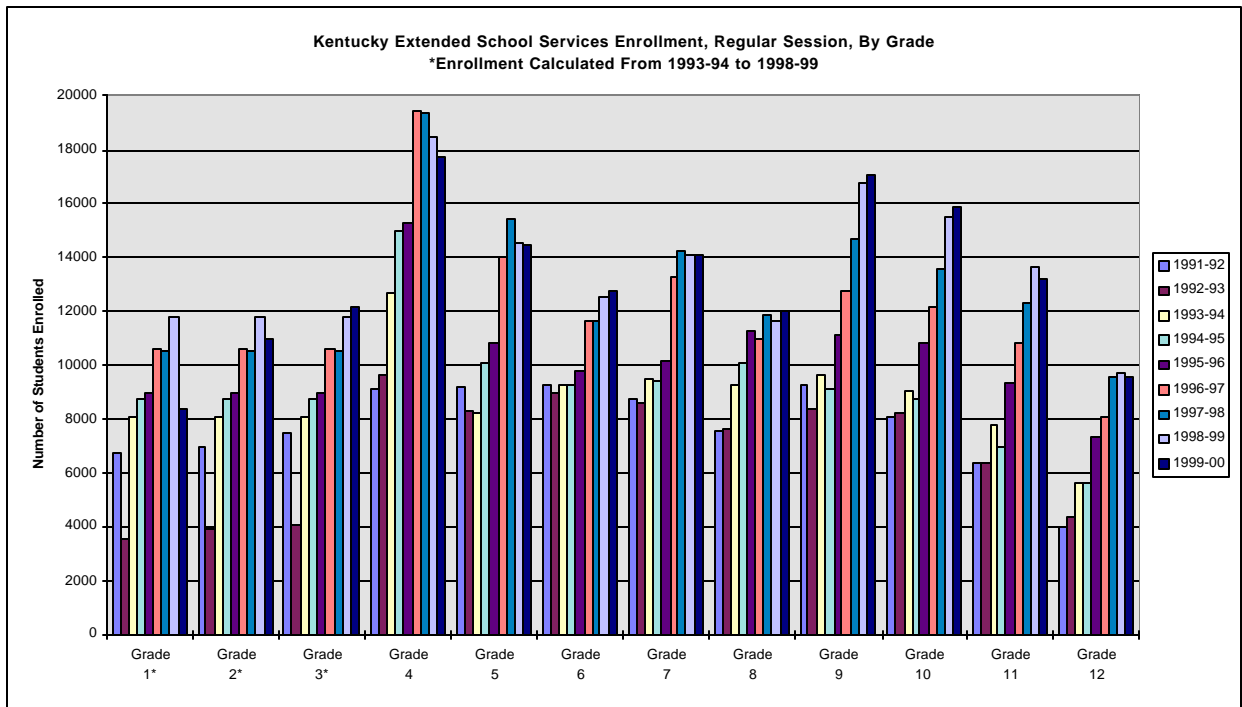
Source: Kentucky Office of Education Accountability, Kentucky Legislature, Frankfort, KY.

Comments: Extended School Services encompass the tutorial/remedial programs for Kentucky public schools. Enrollment in ESS is generally based on teacher recommendations. Very high enrollment of 4<sup>th</sup> graders in ESS raises strong questions about why these “graduates” of Ungraded Primary require such high levels of remediation. The rapid rise in 5<sup>th</sup> Grade ESS that began around 1996-97 as more Primary graduates proceeded through the rest of primary school is also worthy of note.

- Between 1993-94 and 1998-99, by-grade ESS was not reported for “Grades” 1 through 3. Instead, one total figure was reported for all of Primary. The figures shown for “Grades 1 to 3” for 1993-94 to 1998-99 are the total “Primary” enrollment divided by 3. In 1999-00, a by-age breakdown generally corresponding to former grades K to 3 was implemented and figures for this school year are those reported for P1 to P4 Primary levels.

### **Enrollment in Extended School Services, Regular Session**

School Year	Primary	K	Grade 1*	Grade 2*	Grade 3*	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
1991-92		3,225	6743	6980	7537	9115	9153	9311	8782	7583	9246	8112	6354	3987
1992-93		508	3559	3886	4025	9655	8358	8963	8610	7614	8380	8202	6355	4373
1993-94	24,150		8,050	8,050	8,050	12,683	8,259	9,267	9,487	9,283	9,630	9,016	7,768	5,635
1994-95	26,105		8,701	8,702	8,702	14,983	10,057	9,323	9,385	10,094	9,098	8,768	6,958	5,616
1995-96	26,834		8,945	8,945	8,944	15,295	10,805	9,792	10,108	11,299	11,135	10,788	9,326	7,325
1996-97	31,801		10,600	10,600	10,601	19,432	13,957	11,608	13,277	10,987	12,727	12,148	10,835	8,039
1997-98	31,726		10,575	10,575	10,576	19,309	15,442	11,607	14,270	11,857	14,643	13,611	12,314	9,533
1998-99	35,234		11,744	11,745	11,745	18,455	14,536	12,526	14,137	11,596	16,782	15,506	13,644	9,677
1999-00		3,962	8,365	10,988	12,151	17,693	14,458	12,739	14,084	12,023	17,039	15,851	13,224	9,579



## Real Transition to Adult Life Success Rates and Graduation Rates Calculated by Using the 9th Grade Fall Membership for Each Graduating Class

Grad Year	Number of Graduates	Number of Unsuccessful Transitions	<i>Number of Successful Transitions</i>	9th Grade Fall Membership 3 Years Earlier	<i>Graduation Rate</i>	<i>Real Success Rate</i>	KDE's Officially Reported Success Rate
1993	36,360	2,693	<b><i>33,667</i></b>	50,010	<b><i>72.7</i></b>	<b><i>67.3</i></b>	92.59
1994	35,777	2,150	<b><i>33,627</i></b>	50,958	<b><i>70.2</i></b>	<b><i>66.0</i></b>	93.99
1995	37,588	2,356	<b><i>35,232</i></b>	53,502	<b><i>70.3</i></b>	<b><i>65.9</i></b>	93.73
1996	36,641	1,740	<b><i>34,901</i></b>	53,819	<b><i>68.1</i></b>	<b><i>64.9</i></b>	95.25
1997	36,993	1,794	<b><i>35,199</i></b>	54,502	<b><i>67.9</i></b>	<b><i>64.6</i></b>	95.15
1998	37,270	1,848	<b><i>35,422</i></b>	55,675	<b><i>66.9</i></b>	<b><i>63.6</i></b>	95.04
1999	37,179	1,767	<b><i>35,412</i></b>	56,411	<b><i>65.9</i></b>	<b><i>62.8</i></b>	95.25
2000	36,831	1,701	<b><i>35,130</i></b>	55,612	<b><i>66.2</i></b>	<b><i>63.2</i></b>	95.38
2001	36,957	1,809	<b><i>35,022</i></b>	57,272	<b><i>64.5</i></b>	<b><i>61.2</i></b>	95.11
2002	36,366	1,573	<b><i>34,793</i></b>	54,743	<b><i>66.4</i></b>	<b><i>63.6</i></b>	95.67

Notes:

1. The class of 1993 was in 9th grade in the 1989-90 School Year, etc.
2. Columns in bold italics are calculated figures

Number of Successful Transitions = Number of Graduates - Number of Unsuccessful Transitions  
Real Success Rate = 100 \* (Number of Successful Transitions / 9th Grade Fall Membership)

Data Sources:

Number of Graduates, Number of Unsuccessful Transitions (No Success), and KDE's Successful Transition to Adult Life Rates:

Briefing Packet, Nonacademic Data, 1993 to 2000, Region and State Totals, KDE, Sept. 19, 2001  
Briefing Packet, Nonacademic Data, 1993 to 2001, Region and State Totals, KDE, July 8, 2002  
Briefing Packet, Nonacademic Data, 1993 to 2002, Region and State Totals, KDE, July 30, 2003

9th Grade Fall Membership: KDE SD-125R Fall Membership Reports prior to 1998-99  
Fall Growth Factor Ethnicity Reports for later years

