

School Size and Student Outcomes in Kentucky's Public Schools

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Foreword

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Robert Sherman
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Contents

| | |
|-------------------------------------------------------------------------------------------------------|----|
| Summary | v |
| An Overview of School Size and This Report..... | 1 |
| Description of This Study | 4 |
| Public Schools in Kentucky | 5 |
| Trend..... | 5 |
| A Comparison to Neighboring States | 10 |
| Previous Research on School Size | 12 |
| Findings..... | 12 |
| School Size and Academic Achievement | 12 |
| School Size and Nonacademic Outcomes..... | 15 |
| Use of Previous Research as a Guide | 16 |
| Differences in the Performance of Students on CATS Assessments in Schools of Different Sizes | 17 |
| Student-level Performance..... | 18 |
| Results of the Student-level Analysis | 20 |
| African American Students..... | 23 |
| Hispanic Students..... | 24 |
| Asian Students | 25 |
| Students Receiving Free or Reduced Lunch..... | 27 |
| School-level Performance..... | 28 |
| Limitations of the Analysis..... | 31 |
| Conclusions..... | 31 |
| Works Cited | 35 |
| Appendix A: Enrollment by School Within Types (2005 School Year) | 39 |
| Appendix B: Description of the Methodology Used To Compare Performance..... | 65 |

List of Tables

1 Changes in Numbers of Schools and Students by
 Type of School, 1987 and 20047

2 Enrollments in Primary, Middle, and High Schools
 of Different Sizes, 1987 and 20049

3 School Size Categories, 200517

4 Performance of All Students by Size of School.....21

5 Performance of African American Students by Size of School.....23

6 Performance of Hispanic Students by Size of School24

7 Performance of Asian Students by Size of School26

8 Performance of Students Receiving Free or Reduced Lunch by Size of School...27

9 Sample Calculation of a School’s Academic Index for 4th-Grade Reading28

10 School-level Performance by Size of School.....29

11 Differences in Attendance, Dropout, and Retention Rates of High Schools30

List of Figures

A Number of Public Schools and Average School Size
 in Kentucky, 1955 to 1984.....6

B Average Sizes of Primary, Middle, and High Schools
 in Kentucky, 1987 to 2004.....8

C Average Size by Type of School in Kentucky and Seven Neighboring
 States, 2004 School Year10

D Percentages of Students in Larger Schools by Type of School in Kentucky
 and Seven Neighboring States, 2004 School Year11

E Performance of High School Students by Size of School.....22

Summary

In November 2005, the Program Review and Investigations Committee directed that staff address the question of how school size affects student achievement in Kentucky. This report does that primarily through a statistical analysis of the effect of size of school enrollment on Commonwealth Accountability Testing System scores and attendance, dropout, and retention rates.

In the 2005 school year, there were more than 1,200 public schools of regular instruction in Kentucky. The average school had 525 students, but enrollment per school ranged from fewer than 100 students to more than 2,000.

The number of students in primary, middle, and high schools of regular instruction in Kentucky has declined. In 1987, there were more than 636,000 students. That number dropped by more than 16,000 students by 2004. Among school types, the number of students in primary and high schools declined. The number of students placed in middle schools increased by 50 percent from 1987 to 2004.

Overall, there were 93 fewer schools in 2004 than in 1987, a decline of 7 percent. Among types, the number of primary and high schools decreased, but there was a 25 percent increase in the number of middle schools.

The sizes of typical primary and high schools have remained stable since 1987. The average primary school has approximately 400 students. The average high school has approximately 800 students. Since 1987, for each type there has been a decline in the number of relatively smaller and larger schools and an increase in the medium-sized schools. In other words, primary schools are becoming more alike in terms of size, as are high schools.

Middle schools are the one type in which the average size has been increasing. Over the 1987 to 2004 period, the size of the average middle school increased from 500 to 600 students. As with the other school types, there were fewer relatively small middle schools in 2004 than in 1987. Unlike the other types, the number of medium-sized schools increased, but so did the number of large schools.

Compared to neighboring states, Kentucky ranks near the center both in terms of average school size and the percentage of students in relatively large schools.

Staff reviewed the research literature on the effect of school size. The primary purpose was to use the expertise of earlier researchers as a guide for doing the statistical analysis of Kentucky schools. The substantive findings of that review were that education researchers are increasingly reaching the conclusion that students are better served by small- to medium-sized schools. Students in these schools outperform larger schools on many measures of schooling outcomes. Small schools typically have higher graduation and attendance rates and report lower incidences of misconduct and violence. Based on

previous research, small- and medium-sized schools appear to be particularly beneficial to disadvantaged students.

The results differed for the statistical analysis of the effect of school size for Kentucky students. In examining students' scores on the CATS assessments, staff found that generally the scores of students enrolled at larger schools were typically as high or higher than the scores of students enrolled at smaller schools. Scores for middle and high school students were generally higher for those enrolled at larger schools. Scores for elementary school students attending relatively large schools were generally as high or higher than for those attending smaller schools. There was some evidence to suggest that performance was higher at smaller schools than at schools that were somewhat larger.

While the results suggest that performance is typically higher at larger schools, the reason for this is not entirely clear. The differences in performance may be the result of advantages larger schools can provide such as a wider range of classes. Teachers and administrators of larger schools may also have found ways to address the negative aspects of attending a larger school, such as creating the smaller learning communities. The differences in performance might also reflect the choices of students and their parents. High-performing students may seek out large schools in order to take advantage of the wider ranges of classes. Schools with high scores could also attract more students, so that performance affects size. Ultimately, the performance differences across different school sizes may reflect these types of choices and other factors that are not necessarily related to how well students learn at a school of a particular size.

School Size and Student Outcomes in Kentucky's Public Schools

An Overview of School Size and This Report

The average Kentucky school has 525 students, but enrollment per school ranges from fewer than 100 to more than 2,000 students.

In the 2005 school year, there were nearly 646,000 students in more than 1,200 public schools of regular instruction in Kentucky. The average school had 525 students, but enrollment per school ranged from fewer than 100 students to more than 2,000 (Commonwealth. Department. "Enrollment").

Earlier research favored large schools, more recent research favors small schools. More often than not, researchers have found smaller schools to have academic, social, attendance, and safety and discipline benefits.

Given the variation in enrollments and the importance of education, determining whether school size affects outcomes for students is important. Education researchers have long been concerned with this question, but their findings have changed over time.

The earlier the research, the more likely that it favors large schools; the more recent the research, the more likely that it favors small schools (or calls into question the interpretations of earlier research) (Gregory. "High School" 2-3).

The question is why smaller schools would be better. Summarizing the research as of 2002, McAndrews and Anderson identified what were thought to be the key advantages of small schools:

- The academic benefits were that administrators of small schools could more easily change curricula and teaching as needed; there could be more interaction between teachers and students; and student academic accountability could be increased because it was easier for teachers to be aware of student performance.
- The social benefits were that students had a greater sense of belonging in small schools; faculty were more aware and involved in the school; and students could more easily be involved in school activities because there was less competition.
- The attendance benefit was that staff at smaller schools could more easily recognize students and encourage them to stay in school.
- The safety and discipline benefits were that parents would be more likely to be involved in smaller schools, and strangers to the school could be more easily identified (1).

In applying past research to Kentucky, it should be kept in mind that schools are not always smaller by choice, there is no consensus as to what constitutes a small or large school, and ongoing changes may be mitigating the impact of school size.

In discussing the effects of school size for Kentucky students, several cautions should be kept in mind. First, a distinction must be made as to whether a school is small by intent. "Much of the enthusiasm for small schools focuses on those small schools that *want* to be small, are staffed by innovative faculty and importantly, are often schools of choice" (Ready 1995). That is a different situation from the situation at a school that is small because it is in a school district in which the student population is declining.

Second, there is no consensus in the research on school size as to what constitutes a small, medium, or large school. Sizes of schools vary by jurisdiction. What are considered small or large schools in one state may not be so defined in others. Nationally, nearly half of high school students are in schools of at least 1,500 students (U.S. Department. "Smaller"). As of 2004, in Kentucky there were only 15 high schools with at least 1,500 students and their total enrollment was less than 15 percent of all the state's public high school students (calculated using the Common Core Data from the U.S. Department of Education's National Center for Education Statistics).

Third, it is possible that relatively recent changes may mitigate the effects of school size. The No Child Left Behind Act of 2001 emphasized the national focus on school accountability. For Kentucky, this was nothing new. Under the Commonwealth Accountability Testing System (CATS), schools are held accountable based on assessments of students. Assessment results are not the only way to monitor the progress of students. However, the availability of detailed CATS results for each student means that accountability in all types of schools may be easier to achieve than before. Also, all students at a particular grade level are given the same assessments and are to be taught the same core content. The core content may not constitute the whole curriculum, but schools will have less freedom to establish their own curricula than before. This may reduce any differences in schools based on size of enrollment.

One potential advantage of larger schools is that they can offer a wider range of classes and services. Innovations among some smaller schools indicate that there are ways around this possible limitation.

One potential advantage of larger schools is that they can offer a wider range of classes and services. Innovations among some smaller schools indicate that there are ways around this possible limitation. For example, a group of schools in North Dakota hired guidance counselors, an art teacher, and a Spanish language teacher who rotated among member schools (Nachtigal).

In Kentucky, the Eminence Independent district has a high school (grades 5 to 12) with approximately 500 students. The school offers and transports seniors and juniors to advanced placement classes at Jefferson Community College in Shelbyville (Baird).

Recent advances in technology should help small schools overcome potential limitations on programs. Schools are increasingly offering distance learning courses (Gregory. "Small"). Through the Kentucky Virtual High School, high school and middle school students can choose from among more than 50 courses that may be taken online (Commonwealth. Department. "Kentucky Virtual")

Some larger schools are trying to become more like smaller schools by creating smaller learning communities within the physical structure of the larger school. The freshman academy, in which 9th graders are kept together, is an example.

Some larger schools are trying to become more like smaller schools by creating smaller learning communities within the physical structure of the larger school. The freshman academy, in which 9th graders are kept together, is an example. Several high schools in Kentucky have received grants from the U.S. Department of Education to implement various forms of smaller learning communities (Southwest).¹ The awards run through the 2006 school year.

Approaches vary according to the degree of independence from the host school. One strategy involves creating schools within schools, which maintain their own programs and personnel but are operationally tied to the host school.

Henderson County High School, which has more than 2,000 students, is an example of a larger school using the school within a school concept. There are four units within the school, each with its own principal, secretary, and guidance counselors. One unit is a vocational school. Incoming students are assigned randomly to one of the three other units. For each student, most classes will be taken within the assigned unit for as long as he or she is at Henderson. More specialized classes are taken by students from across units (Spencer).

Despite the growing interest in small learning communities, the practice is recent enough that there is no more than anecdotal evidence as to their effectiveness. Researchers tend to agree, however, that the success of schools within schools and similar

¹ The high schools are Barren County; Holmes (Covington); Apollo (Davies County); Daviess County; Bryan Station, Henry Clay, Lafayette, Paul L. Dunbar, and Tates Creek (Fayette County); Johnson Central; Knox Central; Lincoln County; and Ohio County.

arrangements depends on their ability to create cohesive and autonomous learning communities (Ready).

The statistical analysis done for this report suggests that students' scores on Commonwealth Accountability Testing System (CATS) assessments for middle and high school students are generally higher at larger schools. Scores for elementary students at larger schools are as high or higher than those at smaller schools. High schools with 300 or fewer students do have significantly lower dropout rates than do other schools.

The statistical analysis to be discussed later in this report indicates that, taking other factors into account, students' performances on CATS assessments do differ depending on the size of the school in which they are enrolled. In Kentucky, students do not necessarily perform better in smaller schools though. Scores for elementary students are generally as high or higher at the largest schools than at the smallest schools. For middle school students, their scores are higher at the larger schools. Students' scores at high schools with 300 or fewer students are higher than those of students in schools of 301 to 900 students. However, students in the largest high schools score as well or better on assessments than do students at the smallest schools. High schools with 300 or fewer students do have significantly lower dropout rates than do other schools.

Description of This Study

In 2005, the Program Review and Investigations Committee directed that staff address the question of how school size affects student achievement in Kentucky. This report does that through a statistical analysis of the effect of size of school enrollment on CATS scores and attendance, dropout, and retention rates.

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Staff reviewed the research literature on the effect of school size. The primary purpose was to use the expertise of those who study school size as a guide for doing the statistical analysis of Kentucky schools. An overview of the literature is presented here as a guide to understanding the potential links between school size and student achievement.

The statistical analysis for the report covers the school years 2001 to 2005. Staff also analyzed data on school size to provide an overview of school size in Kentucky and to help identify any trends in enrollment. Because the data were collected from different sources, there will be inconsistencies in comparing some tables and figures to others. This does not affect the substance of the analysis, but issues with data and measurement will be noted as appropriate.

The most important data issue is that, with the exception of one section, this report covers students in what are defined in Kentucky as "A1" schools (Commonwealth. Department. "Requesting"). An

intuitive definition of an A1 school is that it is not an alternative, special education, or vocational school. The purpose for concentrating on traditional schools is that the main objective for this study is to determine any impact of school size on student achievement. Because traditional schools vary significantly in size, there is a meaningful question as to whether different-sized schools produce different results. Schools of the other types are relatively small. There may be different levels of success among these schools, but if school size does not vary significantly, then it cannot be a major factor in explaining the differences.

In doing the report, Program Review staff interviewed staff from the Kentucky Department of Education and local school districts. Data were compiled from the Kentucky Department of Education and the U.S. Department of Education's National Center for Education Statistics.

Appendix A contains detailed results of the statistical analyses. Appendix B shows the enrollment in each Kentucky public school of regular instruction as of the 2005 school year.

Public Schools in Kentucky

This section provides an overview of school size in Kentucky, over time and compared to neighboring states. The number of schools declined significantly during the 1950s and 1960s. Over the same period, the size of the average school increased significantly. The number of schools has since continued to decrease but at a much lower rate. The decrease in the number of schools partly reflects the fact that Kentucky's total enrollment in public schools of regular instruction has declined. Over recent decades, the average school size has increased, but not at the same pace as earlier.

Trend

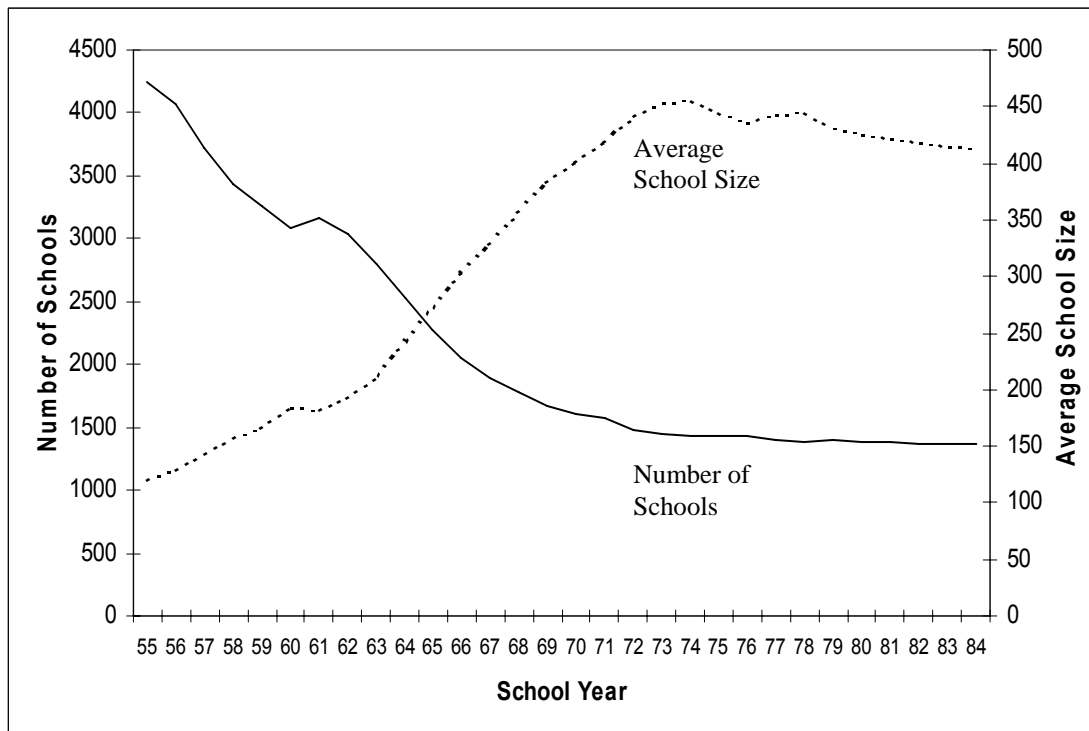
From the 1950s to the 1980s, the number of schools in Kentucky declined from more than 4,200 to fewer than 1,400. The size of the average school increased from 119 students to more than 400 students. Most of the decrease in the number of schools and increase in average size occurred in the 1950s and 1960s.

Figure A shows the trends in the number of public schools and average school size in Kentucky for 30 school years from the 1950s to the 1980s.² As shown on the left axis and the solid line, the number of schools in Kentucky declined by two-thirds over this

² The data for this time period cover all schools, not just the traditional schools discussed elsewhere in the report. If the analysis could have been limited to traditional schools, the number of schools would have been lower and the average size higher. Because the data are consistent over the time period, the basic trend is accurate.

period. In 1955, there were more than 4,200 schools.³ In 1984, there were fewer than 1,400, a decrease of two-thirds. As shown on the right axis and dotted line, the average size of schools increased by more than 300 percent over this period. In 1955, the typical school had 119 students. In 1984, the average school had more than 400 students.

Figure A
Number of Public Schools and Average School Size in Kentucky, 1955 to 1984



Source: Commonwealth. "Biennial Report," various years; Commonwealth. Department. Bureau, various years.

The figure shows that most of the decrease in the number of schools and average size occurred in the 1950s and 1960s. Enrollment by school varied in the 1970s and 1980s, but the average school size was almost identical in 1971 and 1984. There were 212 fewer schools in 1984 than in 1971, but this change is much smaller than the previous decrease of more than 2,600 schools.

³ School years will be referred to by the ending year. School year 1955 begins in 1954 and ends in 1955.

More precise data are available for more recent years, which allows for a focus on traditional schools by type. Table 1 indicates the change in the number of primary, middle, and high schools and students from 1987 to 2004.⁴

Table 1
Changes in Numbers of Schools and
Students by Type of School, 1987 and 2004

| Schools | School Year | | Change | % Change |
|---------|-------------|-------|--------|----------|
| | 1987 | 2004 | | |
| Primary | 883 | 761 | -122 | -14% |
| Middle | 185 | 231 | 46 | 25% |
| High | 243 | 226 | -17 | -7% |
| Total | 1,311 | 1,218 | -93 | -7% |

| Students | | | | |
|----------|---------|---------|---------|------|
| Primary | 351,900 | 302,697 | -49,203 | -14% |
| Middle | 91,183 | 136,673 | 45,490 | 50% |
| High | 193,624 | 180,775 | -12,849 | -7% |
| Total | 636,707 | 620,145 | -16,562 | -3% |

Source: Calculated by staff from Common Core of Data of the U.S. Department of Education’s National Center for Education Statistics.

From 1987 to 2004, the number of students in Kentucky’s public schools of regular instruction declined by 3 percent. The number of primary and high school students decreased, but the number of students in middle schools increased by 50 percent.

First, it should be noted that the number of students in traditional primary, middle, and high schools has declined. In 1987, there were more than 636,000 students. That number dropped by more than 16,000 fewer as of 2004, a 3 percent decrease. Among school types, the number of students in primary and high schools declined. The number of students placed in middle schools increased by 50 percent.

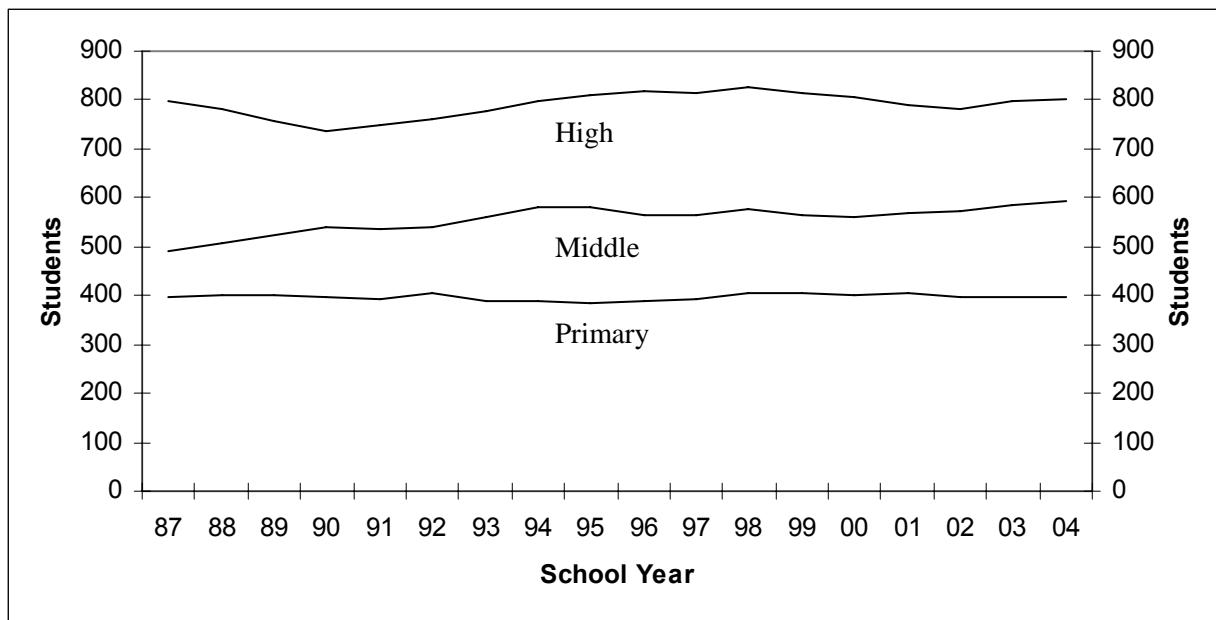
From 1987 to 2004, the total number of schools decreased by 7 percent. The number of primary and high schools went down; the number of middle schools went up.

Overall, there were 93 fewer schools in 2004 than in 1987, a decline of 7 percent. Among types, the number of primary and high schools decreased, but there was a 25 percent increase in the number of middle schools.

⁴ Data on schools by type are from the Common Core of Data of the U.S. Department of Education’s National Center for Education Statistics. The center classifies a primary school as one in which the lowest grade is grade 3 or lower and the highest grade is up to 8. A middle school is one in which the lowest grade is 4 to 7 and the highest grade is 4 to 9. A high school is one in which the lowest grade is 7 to 12 and the highest grade is 12. Schools that do not fit into these categories are classified as “other.” Because there was no obvious way to classify these schools, they are not included in the tables showing students and schools by type. According to the U.S. Department of Education’s data, in the 2004 school year there were nine schools with 4,222 students not included in the primary, middle, or high school categories in Kentucky.

Given that the number of middle school students increased twice as much as the number of middle schools, the average middle school enrollment must be increasing. Figure B indicates this.

Figure B
Average Sizes of Primary, Middle, and High Schools in Kentucky, 1987 to 2004



Source: Calculated by staff from the Common Core of Data of the U.S. Department of Education's National Center for Education Statistics.

From 1987 to 2004, the average primary school remained stable at approximately 400 students. The average high school remained stable at approximately 800 students. The typical middle school increased from 500 to 600 students.

Over the 1987 to 2004 period, the size of the average middle school increased from 500 to 600 students. The sizes of the typical primary and high schools have remained stable. The average primary school has approximately 400 students. The average high school has approximately 800 students.

Table 2 shows the change in the number of schools of different sizes from 1987 to 2004. The general patterns among primary and high schools were similar. For each type, there was a decline in the number of relatively smaller and larger schools and an increase in the medium-sized schools. Among primary schools, the number of schools with fewer than 300 students and 500 or more students decreased. The number of schools with 400 to 599 students went up.

From 1987 to 2004, there was a decline in the number of relatively smaller and larger primary and high schools. Among middle schools, the number of smaller schools declined too, but the number of moderate-sized and larger schools increased.

The number of high schools with fewer than 600 students decreased. High schools with 1,200 or more students also declined. The number of high schools with 600 to 899 students was up 16 percent. Schools with 900 to 1199 students also increased.

The pattern among middle schools was different. As with the other school types, there were fewer relatively small schools in 2004 than in 1987. The number of schools with fewer than 300 students declined by one-third. As for the other types, the number of schools in the medium categories increased. The difference is that the number of relatively large schools grew as well. The number of schools with 700 to 799 students was up by more than half. The number of schools with 800 or more students increased by almost 80 percent.

Table 2
Enrollments in Primary, Middle, and
High Schools of Different Sizes, 1987 and 2004

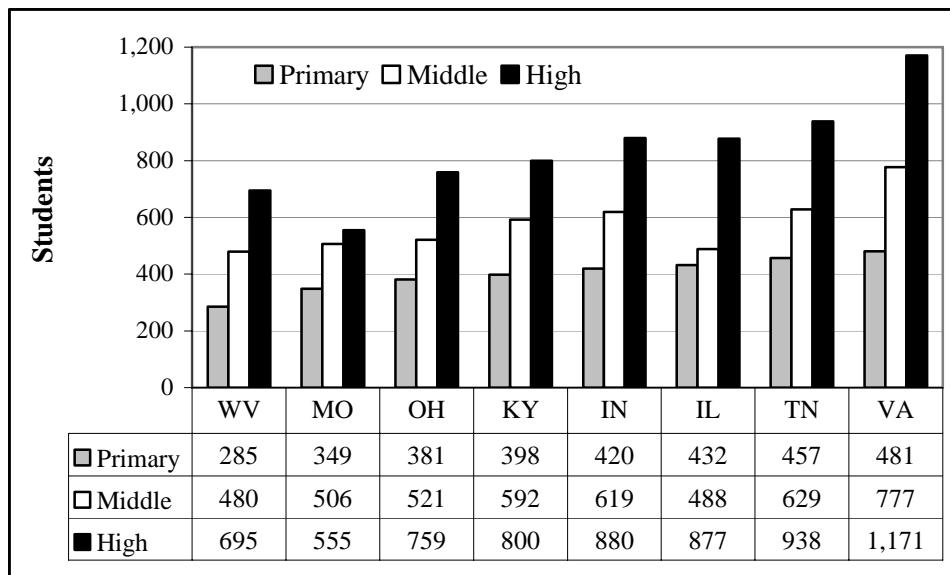
| Enrollment | School Year | | Change | % Change |
|------------------------|-------------|------|--------|----------|
| | 1987 | 2004 | | |
| Primary Schools | | | | |
| 199 or fewer | 142 | 100 | -42 | -30% |
| 200-299 | 194 | 141 | -53 | -27% |
| 300-399 | 141 | 145 | 4 | 3% |
| 400-499 | 136 | 161 | 25 | 18% |
| 500-599 | 123 | 131 | 8 | 7% |
| 600-799 | 116 | 71 | -45 | -39% |
| 800 or more | 31 | 12 | -19 | -61% |
| Middle Schools | | | | |
| 299 or fewer | 45 | 30 | -15 | -33% |
| 300-399 | 32 | 31 | -1 | -3% |
| 400-499 | 27 | 29 | 2 | 7% |
| 500-599 | 19 | 31 | 12 | 63% |
| 600-699 | 18 | 36 | 18 | 100% |
| 700-799 | 20 | 31 | 11 | 55% |
| 800 or more | 24 | 43 | 19 | 79% |
| High Schools | | | | |
| 299 or fewer | 35 | 23 | -12 | -34% |
| 300-599 | 62 | 55 | -7 | -11% |
| 600-899 | 57 | 66 | 9 | 16% |
| 900-1,199 | 43 | 46 | 3 | 7% |
| 1,200-1,499 | 26 | 21 | -5 | -19% |
| 1,500 or more | 20 | 15 | -5 | -25% |

Source: Calculated by staff from the Common Core of Data of the U.S. Department of Education's National Center for Education Statistics.

A Comparison to Neighboring States

Another way to put Kentucky’s enrollment in perspective is to make comparisons to other states. Figure C shows the average enrollment in 2004 by type of school for Kentucky and seven neighboring states.

Figure C
Average Size by Type of School in Kentucky and Seven Neighboring States, 2004 School Year



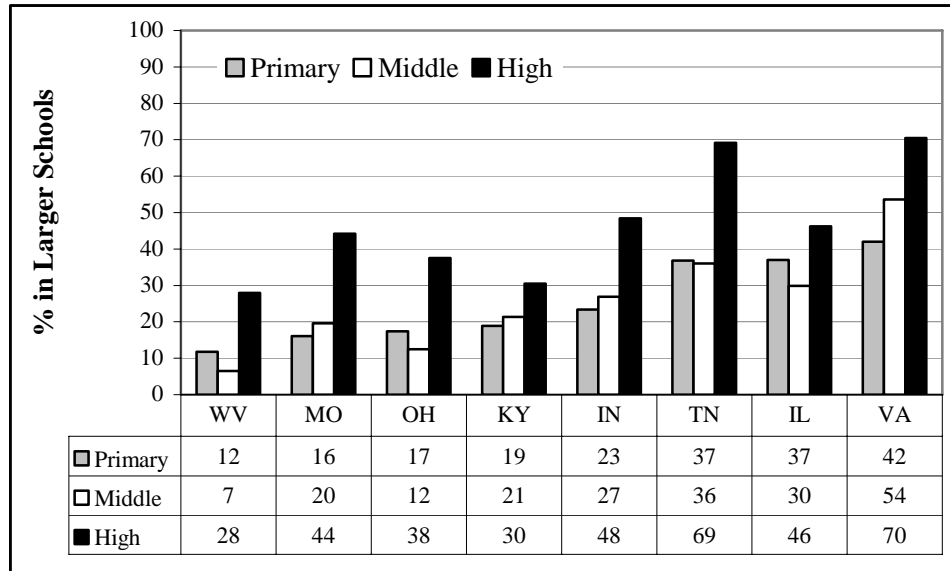
Source: Calculated by staff from the Common Core of Data of the U.S. Department of Education’s National Center for Education Statistics.

Compared to its neighboring states, Kentucky ranks in the middle in terms of average primary, middle, and high school size and in the percentages of students in larger schools of each type.

As shown in the figure above, Kentucky ranks in the middle compared to the neighboring states; three states have relatively smaller schools, four states have relatively larger schools. For all three types of schools, West Virginia’s and Missouri’s are significantly smaller than Kentucky’s. For all three types, Virginia’s schools are significantly larger than Kentucky’s. The average Virginia high school is nearly 50 percent larger than Kentucky’s. (In 2004, there were only 45 high schools in Kentucky that were larger than the Virginia average.) The difference is not as extreme, but the average high school is also larger in Indiana, Illinois, and Tennessee than in Kentucky.

Another way to analyze schools is to look at the distribution of students among different sizes of schools. For Kentucky and the neighboring states, staff calculated the percentage of students in relatively large schools. For each type of school, “larger” was defined as approximately 50 percent more students than the Kentucky average.⁵ Figure D shows the results.

Figure D
Percentages of Students in Larger Schools by Type of School in
Kentucky and Seven Neighboring States, 2004 School Year



Larger schools are primary schools with at least 600 students, middle schools with at least 900 students, and high schools with at least 1,200 students.

Source: Calculated by staff from the Common Core of Data of the U.S. Department of Education’s National Center for Education Statistics.

Kentucky ranks in the middle by this measure of school size as well. In the 2004 school year, 19 percent of Kentucky’s primary school students were in schools with enrollments of at least 600. Twenty-one percent of middle school students were in schools with at least 900 students. Among high school students, 30 percent were in schools with at least 1,200 students.

For primary schools, Kentucky’s percentage in relatively large schools is comparable to Missouri, Ohio, and Indiana. The percentages are significantly higher in Tennessee, Illinois, and Virginia. Among middle schools, only West Virginia and Ohio have significantly lower percentages of students in larger schools.

⁵ For primary schools, the Kentucky average enrollment is approximately 400, so “larger” is defined as 600. For middle schools, the Kentucky average is 600, so “larger” is defined as 900. For high schools, the Kentucky average is 800, so “larger” is defined as 1,200.

In Kentucky and West Virginia, 30 percent or less of high school students are in schools of at least 1,200 students. The percentages in the other states range from 38 (Ohio) to 70 (Virginia).⁶

Previous Research on School Size

Findings

Most of the research focusing on academic achievement finds that larger schools have a negative impact on learning, particularly for disadvantaged students.

School Size and Academic Achievement. Most of the research focusing on academic achievement finds that larger schools have a negative impact on learning, particularly for disadvantaged students. Disagreement among researchers can be attributed in part to their different approaches. For example, school size appears as a secondary control variable in some studies; others treat size as the central feature of interest. Some researchers view size as an independent factor influencing student outcomes; others theorize about its interaction with other factors, such as students' socioeconomic characteristics and race. Research designs also vary according to the level of analysis. Some studies use student-level data, others focus on schools or districts, still others combine the different levels. Finally, studies differ according to statistical models used and variables used to measure educational quality and different family, student, school, and district characteristics.

Research concerned with the issue of school size typically takes one of two approaches. One set of studies evaluates the effects of school size as one of several other school characteristics of interest. One example is a study that found that size has a negative impact on student achievement in central city and elementary schools. Another found that increased school size had a slight adverse effect on all students, but was particularly harmful for African American students.

Research concerned with the issue of school size typically takes one of two approaches. One set of studies evaluates the effects of school size together with other school characteristics. Because school size is not the primary interest, the models tend to be too general to address complexities that may influence the size-achievement relationship. Such works tend to find a weak negative relationship, if any, between school size and achievement. Representative studies include Harnisch, Fowler and Walberg, Caldas, and Summers and Wolfe.

Among these studies, Caldas and Summers and Wolfe are considered key. Caldas attempted to determine which family, student, and school characteristics affected learning in Louisiana's public schools. School size and achievement appeared unrelated in a general model, even after accounting for demographic and

⁶ The percentage of students in relatively small schools is another way to look at the distribution. Typically, the results were approximately the reverse of those shown here. A state with a relatively high percentage of students in large schools would have a low percentage in small schools. Ohio is the exception. Most Ohio middle school students are not in large or small schools, but in schools close to the average size.

socioeconomic characteristics. However, when schools were differentiated by grade-span configuration and community type, Caldas found that size had a negative impact on student achievement in central city and elementary schools. The average elementary school size in the sample was 565 students; the average central city school was 675 students. Still, the combined effect of size and other school characteristics is small (6.5 percent of explained variance) compared to the effect of student background characteristics (68 percent of explained variance).

Summers and Wolfe also explored the effect of various school characteristics on student outcomes. The authors hypothesized that the influence of school characteristics on student achievement hinged on students' social backgrounds. Specifically, the authors tested whether race and income interacted with school variables to produce a stronger positive or negative effect on learning. Achievement gains of Philadelphia elementary school students, as they progressed from grades 3 to 6, served as the dependent variable. They found that increased school size had a slight adverse effect on all students but was particularly harmful for African American students. The interaction between race and school size has been corroborated by Eberts, Kehoe, and Stone; and Lee and Smith.

The second approach to studying school size consists of work that specifically focuses on how school size affects student outcomes. One such study found that learning deteriorated significantly in schools enrolling more than 800 students.

The second approach to studying school size, which is more likely to be of practical significance, consists of work that specifically focuses on how school size affects student outcomes. These studies are more in agreement in their findings that larger size affects achievement negatively. Eberts, Kehoe, and Stone; Friedkin and Necochea; and Bickel and Howley found that poor and marginal students fared considerably worse in large schools. Lee and Smith, in contrast, observed that even the students from lower socioeconomic strata learned less in very small high schools (defined as schools enrolling less than 300 students), cautioning against an indiscriminate movement toward very small schools.

Eberts, Kehoe, and Stone developed a framework to describe linkages between school size, administrative leadership, and the availability of human resources as they related to student achievement. Gains in math achievement for a national sample of elementary students served as the dependent variable. The authors found that while learning declined somewhat moving from small (200 students) to medium (400 to 600 students) schools, it deteriorated significantly in schools enrolling more than 800 students. The authors also found that the effect of school size

differed by students' race. The larger the school, the worse the performance of African American students (20).

Friedkin and Necochea found that smaller schools resulted in better performance in schools and districts serving predominantly impoverished students. More well-off students performed somewhat better in large schools.

Friedkin and Necochea theorized about the intermediary role of socioeconomic status in the relationship between school size and outcomes. They tested the theory on primary and secondary schools and school districts in California using student achievement on a battery of state-mandated achievement tests as the dependent variable. The results were that smaller schools resulted in better performance in schools and districts serving predominantly impoverished students. More well-off students performed somewhat better in large schools. The positive effect of small schools was substantial in low socioeconomic systems. The positive effect of large schools was not as large in more affluent communities.

Bickel and Howley replicated Friedkin and Necochea's approach in Arizona, California, Georgia, Ohio, Montana, Texas, and West Virginia. For the most part, they confirmed that the influence of a school system's size varied according to the community's socioeconomic level. The most consistent pattern emerging from this multi-state investigation was that the relationship between community socioeconomic status and student achievement weakened in small settings. The "equity effect" was particularly evident in small schools within small districts, whereas achievement appeared least equitable in larger schools within larger districts.

Lee and Smith found that moderately sized schools (600 to 900 students) are optimal for all students, regardless of their socioeconomic statuses and races.

Lee and Smith's study is unique in that the authors attempted to estimate an optimal high school size for students of different socioeconomic statuses and races. They used national panel data on high schools and examined how size, defined in terms of eight school size categories, affected the change in student achievement as they progressed from grades 8 through 12.

The authors found that an optimal schools size exists and that it does not vary by socioeconomic status or race. Lee and Smith observed that the highest math scores were found in schools that enrolled between 600 and 900 students, regardless of students' background characteristics. The study revealed that size was a more important learning determinant in schools enrolling greater numbers of disadvantaged students. According to their model, student achievement also suffered when enrollments were too low. Poorer students scored considerably worse in large schools enrolling more than 1,200 students and in schools with fewer than 300 students.

Lee and Smith's study has been criticized. Andrews, Duncombe, and Yinger suggested that the model was flawed because it failed to include school-level resources, such as student-teacher ratio or teacher quality (261).

Research investigating the effects of school size favors smaller schools for positive nonacademic outcomes such as increased student participation, higher attendance rates, less student misconduct, and greater parental interest and involvement.

School Size and Nonacademic Outcomes. Research investigating the effects of school size on educational outcomes other than achievement is consistent. Controlling for various school-level and environmental factors, evidence favors small size on measures of nonacademic outcomes. As with achievement, poor and marginal students appear to reap the greatest benefits from reduced school size (Cotton).

Research links greater student extracurricular participation to smaller schools (Cotton). Barker and Gump explained the phenomenon by positing that although large schools typically offer greater diversity of activities compared to small schools, the competition for the same opportunities is greater in larger institutions. Hence, students in large institutions are less likely to participate in school functions such as the football team, senior play, and yearbook. Small schools, by contrast, have a greater number of open positions per student that need to be filled and subsequently greater participation levels. Opportunity for participation is related to other educational outcomes.

The conditions in smaller schools appear particularly conducive to positive student attitudes and morale, mainly due to opportunities for active participation (Lindsay). By going from the passive role of a spectator to the active role of a participant, students develop a greater commitment to and personal identity within the school (Pittman). This leads to students' greater sense of cohesion and concern for others (Lindsay).

Lindsay found that small schools foster higher attendance rates. Likewise, Kuziemko observed that size has a strong negative influence on attendance of elementary students in Indiana. Moreover, when students move from large to small secondary schools, their attendance appears to improve (Cotton). As with extracurricular participation, attendance has been positively linked to other desirable outcomes, including achievement and graduation rates, and negatively to dropout rates and disciplinary problems (Slate).

Fetler linked higher dropout rates to lower achievement. Pittman and Haughwout demonstrated that school size influences dropout rates indirectly, through social climate, which grows less favorable

with size. They calculated that increasing high school enrollment by 400 students leads to a 1 percent rise in dropout rates (343).

Numerous studies report higher incidences of student misconduct in large high schools (Cotton). Haller observed that truancy and disorder increase with school size and that increased truancy resulted in lower achievement. Harnisch demonstrated that the reverse was also true. Schools with fewer disciplinary problems showed greater gains in achievement.

Evidence suggests that parental interest and involvement in the schooling process enhances educational outcomes (Slate). Such involvement tends to be higher in smaller schools (Walberg).

Small schools appear either comparable or superior to their larger counterparts on various college preparedness measures, including entrance exams, acceptance rates, grade point averages, and completion.

The instructional advantages of large schools have been thought to positively influence college readiness in the past. Just as with high school achievement, however, evidence does not support this assumption. Small schools appear either comparable or superior to their larger counterparts on various college preparedness measures, including entrance exams, acceptance rates, grade point averages, and completion (Cotton).

Use of Previous Research as a Guide

The more practical purpose for reviewing research on the effects of school size was to provide guidance for studying school size in Kentucky.

The more practical purpose for reviewing research on the effects of school size was to provide guidance for studying school size in Kentucky. In one sense, the guidance provided was helpful. The statistical analysis of the effect of school size on student achievement for this report builds on the work of other researchers.

When studying any one factor affecting student achievement, it is critical to control for other factors as well. For example, if students in smaller schools are more likely to come from more affluent backgrounds, then looking at school size alone would be incorrect. A finding that smaller schools lead to better test scores could have little or nothing to do with school size but to the fact that more affluent students typically do better. Previous research on school size was used to help determine the other factors that must be controlled to isolate the effects of school size in Kentucky.

The research on school size was not helpful in clarifying how to meaningfully categorize schools based on their enrollments. There is no consensus among researchers as to what constitutes small, medium-sized, and large schools.

The research on school size was less useful in clarifying how to meaningfully categorize schools based on their enrollments. There is no consensus among researchers as to what constitutes small, medium-sized, and large schools. What one researcher terms large another researcher may interpret as small. In her review of 27 primary research documents, Cotton encountered a significant

spread, as well as overlap, between numerical definitions of small and large. The range for small schools was 200 to 1,000 students. The range for large schools was 300 to 5,000 students. Partly, this reflects that the studies covered all kinds of schools, and it is generally accepted that high schools can be larger than elementary schools. But there appears to be no consensus on classifications of size within types of schools either.

Differences in the Performance of Students on CATS Assessments in Schools of Different Sizes

Kentucky schools were assigned to one of seven categories based on size.

To evaluate whether differences in sizes of school enrollments affect students' academic performance in Kentucky, staff analyzed school-level and student-level CATS scores from school years 2001 through 2005. Schools were grouped into seven categories based on size following the analysis conducted by Lee and Smith. The categories and the number of schools in each category for 2005 are shown in Table 3.⁷ The number of schools did change somewhat over the years considered, as some schools closed and new schools opened. The number of schools will also not necessarily match the total number of schools in Kentucky, as some were excluded from the analysis due to missing information.

**Table 3
 School Size Categories, 2005**

| Size of School (Number of Students) | Number of Schools |
|------------------------------------------------|--------------------------|
| 300 or fewer | 224 |
| 301 to 600 | 572 |
| 601 to 900 | 239 |
| 901 to 1,200 | 71 |
| 1,201 to 1,500 | 30 |
| 1,501 to 1,800 | 14 |
| More than 1,800 | 8 |

Source: Staff analysis of data provided by the Kentucky Department of Education.

⁷ Because the largest elementary and middle schools are smaller than the largest high schools, there are fewer size categories for elementary and middle schools. There are four categories of elementary schools; the top category is 901 to 1,200 students. There are five categories of middle schools; the top category is 1,201 to 1,500 students.

Student-level Performance

Students' scores on the CATS assessments were compared across different-sized schools.

Under CATS, two different types of tests are administered. There is a nationally norm-referenced test (NRT), which is designed to allow for comparisons of achievement among students. The NRT assesses students in reading, math, and language arts. The Kentucky Core Content Test (KCCT) is a criterion-referenced test designed to evaluate students against a standard of performance. KCCT is used to assess students in reading, math, science, social studies, arts and humanities, practical living and vocational studies, and writing (Commonwealth. Legislative).

For the student-level analysis, individual scores on the norm-referenced test and each core content area of KCCT except writing were compared to see if students' scores were higher for certain-sized schools. Students being tested in an area of KCCT may receive different forms of the test. Each form is developed from a set of questions covering the core content. Together the forms are intended to cover the material in the entire core content, but each form covers only a portion. As a result, some forms may be more difficult than others. The raw scores are adjusted to account for the difficulty of each form. These scale scores, which range from 325 to 800, are used to calculate schools' accountability indices (Commonwealth. Department. "Kentucky Core"). The student-level analysis that follows compares the individual students' scaled scores. The following section briefly explains how the comparisons were made and the results that the comparisons provided. Appendix A explains the analysis in greater detail and shows the detailed results.

The performance levels of several racial groups across school size were also compared.

While schools of different sizes might provide different types of advantages or disadvantages to students, these advantages or disadvantages may not be the same for all students. In a 1996 study, Lee and Smith concluded that the effect of school size on performance varied across racial groups. To determine whether school size affects various racial/ethnic groups differently, the performance levels of groups were compared across schools of different sizes.

Factors that could affect students' scores, such as parent, student, and teacher characteristics, were accounted for in the analysis.

In addition to evaluating scores across various sized schools and racial/ethnic groups, the analysis accounted for other factors that could affect students' scores. These include the characteristics of students, teachers, and parents. The student characteristics consisted of whether the student participated in the Title I Migrant Program, the Extended School Services Program, or the Title I Basic Program; whether the student had an Individual Education

Program (IEP); whether the student had an educational disability; and whether the student received free or reduced lunch. Participation in these types of programs suggests or indicates that the student faces a barrier to learning. The programs were designed to identify the barrier and provide additional assistance to these students. According to the Kentucky Department of Education, the Title I Migrant program provides supplementary services to children who move frequently (Commonwealth. Department. "Title I, Part C"). The Extended School Service program is "designed to assist individual students who are having difficulty in one or more content areas" (Commonwealth. Department. "Extended"). The Title I Basic Program provides academic assistance to students who are at risk of failing (Commonwealth. Department. "Title I, Part A"). Schools develop IEPs for some students with disabilities. An IEP "describes services, objectives/benchmarks, modifications, and accommodations that will be provided" to the student (Commonwealth. Department. "What").

In a 1991 study, Fowler and Walberg found that the number of students per teacher and the education of the teachers affect student scores. Teachers with more training or with training in the relevant subjects might teach more effectively. To account for these factors, the analysis included the ratio of students to teachers, the percentage of teachers with master's degrees, the percentage of teachers certified in the subjects they teach, and the percentage of teachers with a major or minor in the subjects they teach at each school.

Past research has also concluded that parental influence is a significant contributor to a student's performance. For example, Schreiber found that parents' education was an indicator of a student's performance on math tests. No data are available indicating the level of parental involvement for each student. Schools do, however, report the number of hours that individuals volunteer at the school. While these data do not indicate whether an individual student's parents are involved, it does provide a measure of parental involvement for the school as a whole. Parents' income and education may also affect scores. Again, data on the income and education of the actual parents were unavailable. To account for the parents' characteristics, data from the 2000 Decennial Census were used. These data measure the general income and education of the population residing in the school district. Because this does not represent the actual income and education level of the parents, it will not completely account for parents' characteristics.

Results of the Student-level Analysis

The results show how students attending different-sized schools scored relative to students attending schools with 300 or fewer students.

The results of the student-level analysis are shown in Tables 4 through 8. Each table shows how specific groups of students enrolled in schools of various sizes performed relative to similar students who were enrolled in a school with 300 or fewer students. For example, Table 4 shows that 3rd-grade students who were enrolled in schools with 901 to 1,200 students scored approximately seven points higher on the NRT than 3rd-grade students who were enrolled in schools with 300 or fewer students. Therefore, in this analysis, the performance of students at schools with 300 or fewer students is the benchmark that other schools are compared against. Differences in performance are shown for the NRT and for the various assessments provided under KCCT.

Differences that were not statistically significant are shown as zeros. Negative values indicate the students scored lower than those in schools with 300 or fewer students. Positive values indicate the students scored higher.

Even among students with the same mastery of the core content, some differences are likely to occur. These differences may be due to chance occurrences, such as illness, that cause scores to differ. Therefore, differences between school size categories were evaluated to determine whether they were statistically significant.⁸ Finding that a difference is not statistically significant suggests that the difference is likely due to chance. Differences that were not statistically significant are shown as zeros in the tables. Negative values indicate that the scores for students enrolled at schools of a particular size were lower than those of students in schools with 300 or fewer students. Positive values indicate that scores at the schools of a particular size were higher than those at schools with 300 or fewer students.

For all elementary students regardless of race, scores were highest at the smallest and largest schools. On the norm-referenced test and the practical living and vocational skills assessments, scores were highest at the largest schools.

Table 4 shows the results for all students. The results varied somewhat across the level of schools and the assessments. The scores of elementary students who were enrolled in the largest schools, 901 to 1,200 students, were generally similar to or higher than the scores of those in smaller schools. Students' scores on the NRT and the practical living and vocational skills component were higher in the largest schools. Students' scores in arts and humanities and math did not appear to vary across schools of different sizes. Students' scores for reading and science were somewhat lower in moderately sized schools, but were similar in the smallest and largest group of schools. The scores in social studies were highest for students in schools with 601 to 900 students.

⁸Statistical significance was evaluated at the 95 percent confidence level.

Table 4
Performance of All Students by Size of School
(Relative to the Average Performance of Students in a School of 300 or Fewer Students)

| School Size / Grade | NRT | Reading | Science | Arts & Humanities | Math | Practical Living & Vocational Skills | Social Studies |
|---------------------|-----------------|------------------|------------------|-------------------|------------------|--------------------------------------|------------------|
| | Elementary | | | | | | |
| | 3 rd | 4 th | 4 th | 5 th | 5 th | 5 th | 5 th |
| 301 to 600 | 1.01 | 0.00 | -0.97 | 0.00 | 0.00 | 0.00 | 0.00 |
| 601 to 900 | 0.00 | -1.16 | -1.26 | 0.00 | 0.00 | 0.00 | 1.39 |
| 901 to 1,200 | 7.28 | 0.00 | 0.00 | 0.00 | 0.00 | 9.16 | 0.00 |
| Middle | | | | | | | |
| | 6 th | 7 th | 7 th | 8 th | 8 th | 8 th | 8 th |
| 301 to 600 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 601 to 900 | 0.00 | 0.00 | 2.51 | 0.00 | 0.00 | 0.00 | 0.00 |
| 901 to 1,200 | 0.00 | 2.23 | 5.75 | 11.03 | 3.84 | 4.06 | 6.18 |
| 1,201 to 1,500 | 0.00 | 3.26 | 5.97 | 14.98 | 5.47 | 5.72 | 8.94 |
| High | | | | | | | |
| | 9 th | 10 th | 11 th | 11 th | 11 th | 10 th | 11 th |
| 301 to 600 | -2.84 | -9.84 | -4.61 | -12.87 | -3.98 | -6.57 | -9.40 |
| 601 to 900 | -2.92 | -7.38 | -5.08 | -10.81 | -4.73 | -5.12 | -9.08 |
| 901 to 1,200 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 1,201 to 1,500 | 0.00 | 5.86 | 0.00 | 0.00 | 0.00 | 0.00 | 5.87 |
| 1,501 to 1,800 | 0.00 | 8.15 | 0.00 | 0.00 | 0.00 | 0.00 | 5.85 |
| 1,801 and larger | 0.00 | 12.48 | 0.00 | 0.00 | 5.65 | 4.96 | 11.10 |

Note: Performance levels that were not statistically different from the average performance of similar students in a school of 300 or fewer students are shown as zero. Statistical significance was evaluated at the 95 percent level. Source: Staff analysis of CATS Student Data Files provided by the Kentucky Department of Education.

For all middle school students, scores were typically higher at the largest middle schools.

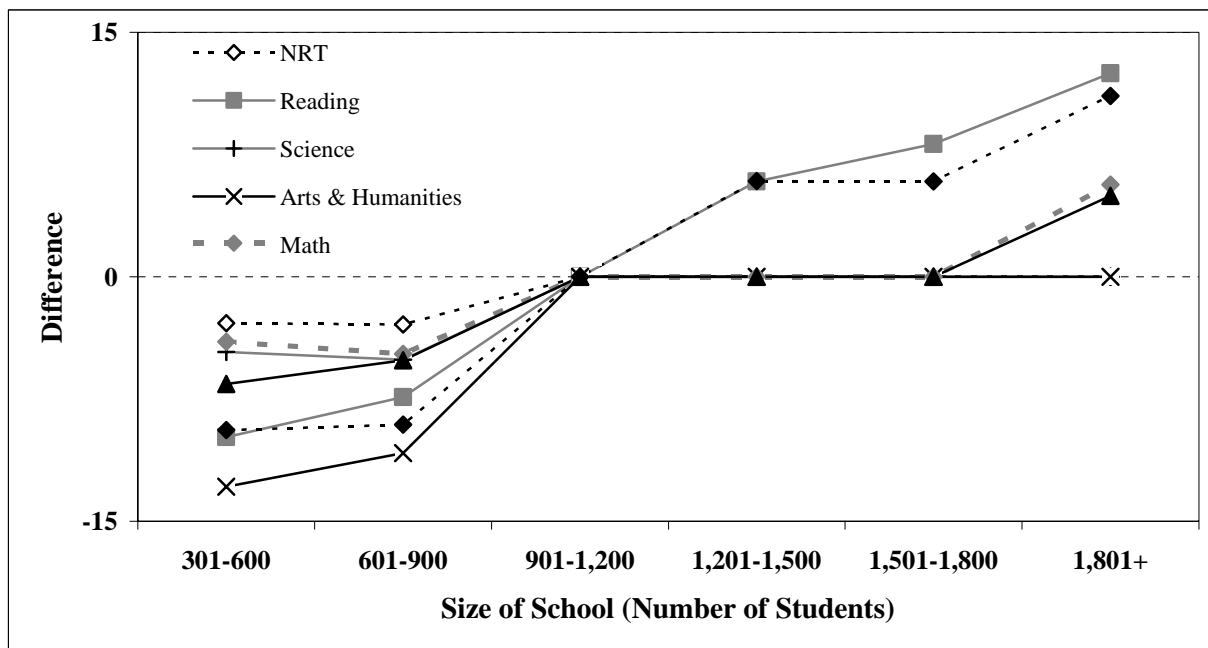
Among middle school students, the scores on the KCCT assessments were all higher for students at the largest schools, 1,201 to 1,500 students. The difference ranged from approximately 3 points on the reading assessment to 15 points on the arts and humanities assessment. Students' scores were also higher at schools with 901 to 1,200 students, but not quite as high as at the largest schools. Students' scores on the NRT did not appear to differ significantly across middle schools of different sizes.

The scores of high school students appeared to initially decrease as size increased, but this pattern did not continue. The largest schools had scores that were as high or higher than the smallest schools.

In high schools, students' scores initially decreased as school size increased but were higher in the largest schools. The scores of students in schools with 301 to 600 students and schools with 601 to 900 students were lower than the scores of schools with 300 or fewer students. For example, students' scores were approximately 10 points lower on the reading assessment in schools with 301 to 600 students. These results held across all of the assessments

analyzed. The results for high schools may indicate that small schools and large schools are both able to provide some advantages to their students, but how these advantages are provided may differ. In a recent study, Kuziemko discussed how students might be more involved in smaller schools, but how larger schools can provide greater resources such as specialized classes or lab equipment. Schools with 301 to 1,200 students might not be able to provide the close attention that small schools might offer or the resources that large schools might offer. The results for high school students are shown graphically in Figure E, which more clearly shows the dip in scores for students in moderately sized schools.

Figure E
Performance of High School Students by Size of School
(Relative to the Average Performance of High School
Students in a School of 300 or Fewer Students)



Note: Performance levels that were not statistically different from the average performance of similar students in a school of 300 or fewer students are shown as zero. Statistical significance was evaluated at the 95 percent level.
 Source: Staff analysis of CATS Student Data Files provided by the Kentucky Department of Education.

Table 4 showed how students in general perform across schools of different sizes, but school size might have different effects on academic performance depending on the type of student. In a 1996 study, Lee and Smith concluded that the effect of school size on changes in academic performance varied across students from different racial or economic groups. The following sections compare the scores of several groups of students across schools of different sizes.

African American elementary students enrolled at moderately sized schools generally scored lower than those at smaller and larger schools.

African American Students. The results for African American students are shown in Table 5. African American elementary students who were enrolled in the largest schools performed as well as those in smaller schools. On the KCCT assessments, the scores at the moderately sized schools were typically lower than those at the smaller and the larger schools.

In middle and high schools, the scores of African American students did not differ with the size of the school they attended.

While scores for all middle and high school students were consistently higher among the larger schools, this did not hold for the scores of African American students. There were no statistically significant differences among the scores of African American students attending different-sized middle schools or among the scores of African American students attending high schools of different sizes.

Table 5
Performance of African American Students by Size of School
(Relative to the Average Performance of African American
Students in a School of 300 or Fewer Students)

| School Size / Grade | Arts & Humanities | | | | | | | Practical Living & Vocational Skills | | Social Studies | |
|---------------------|-------------------|------------------|------------------|------------------|------------------|------------------|------------------|--------------------------------------|------------------|------------------|------------------|
| | NRT | Reading | Science | Math | Math | Math | Math | Math | Math | Math | Math |
| | Elementary | | | | | | | | | | |
| | 3 rd | 4 th | 4 th | 5 th | 5 th | 5 th | 5 th | 5 th | 5 th | 5 th | 5 th |
| 301 to 600 | 0.00 | -3.60 | -4.50 | -6.20 | -4.70 | 0.00 | -3.35 | | | | |
| 601 to 900 | 0.00 | -3.40 | 0.00 | 0.00 | -5.10 | 0.00 | 0.00 | | | | |
| 901 to 1,200 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | | | | |
| Middle | | | | | | | | | | | |
| | 6 th | 7 th | 7 th | 8 th | 8 th | 8 th | 8 th | 8 th | 8 th | 8 th | 8 th |
| 301 to 600 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 601 to 900 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 901 to 1,200 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 1,201 to 1,500 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| High | | | | | | | | | | | |
| | 9 th | 10 th | 11 th | 11 th | 11 th | 10 th | 11 th | 10 th | 11 th | 10 th | 11 th |
| 301 to 600 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 601 to 900 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 901 to 1,200 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 1,201 to 1,500 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 1,501 to 1,800 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 1,801 and larger | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |

Note: Performance levels that were not statistically different from the average performance of similar students in a school of 300 or fewer students are shown as zero. Statistical significance was evaluated at the 95 percent level. Source: Staff analysis of CATS Student Data Files provided by the Kentucky Department of Education.

For instances where the scores of Hispanic elementary students differed across school size, scores were higher at the moderately sized schools. Scores of Hispanic middle school students only differed with school size on the math assessment. There were no differences in the scores of Hispanic high school students attending different-sized schools.

Hispanic Students. Table 6 displays the results for Hispanic students. On some assessments, the scores of Hispanic elementary students were typically higher for those attending schools with either 301 to 600 students or 601 to 900 students. The scores for students attending the smallest schools, those with 300 or fewer, were similar to those attending the larger schools.

Among Hispanic middle school students, the scores on the math assessment were highest for those attending moderately sized schools. There were no other statistically significant differences in the scores of Hispanic middle school students. There were also no differences in the scores of Hispanic high school students across any of the assessments.

Table 6
Performance of Hispanic Students by Size of School
(Relative to the Average Performance of Hispanic
Students in a School of 300 or Fewer Students)

| School Size / Grade | NRT | Reading | Science | Arts & Humanities | Math | Practical Living & Vocational Skills | Social Studies |
|---------------------|-----------------|------------------|------------------|-------------------|------------------|--------------------------------------|------------------|
| | Elementary | | | | | | |
| | 3 rd | 4 th | 4 th | 5 th | 5 th | 5 th | 5 th |
| 301 to 600 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 12.00 | 0.00 |
| 601 to 900 | 8.00 | 0.00 | 0.00 | 12.50 | 0.00 | 0.00 | 0.00 |
| 901 to 1,200 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | Middle | | | | | | |
| | 6 th | 7 th | 7 th | 8 th | 8 th | 8 th | 8 th |
| 301 to 600 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 601 to 900 | 0.00 | 0.00 | 0.00 | 0.00 | 14.04 | 0.00 | 0.00 |
| 901 to 1,200 | 0.00 | 0.00 | 0.00 | 0.00 | 14.70 | 0.00 | 0.00 |
| 1,201 to 1,500 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | High | | | | | | |
| | 9 th | 10 th | 11 th | 11 th | 11 th | 10 th | 11 th |
| 301 to 600 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 601 to 900 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 901 to 1,200 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 1,201 to 1,500 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 1,501 to 1,800 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 1,801 and larger | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |

Note: Performance levels that were not statistically different from the average performance of similar students in a school of 300 or fewer students are shown as zero. Statistical significance was evaluated at the 95 percent level.

Source: Staff analysis of CATS Student Data Files provided by the Kentucky Department of Education.

Asian students attending large elementary schools scored lower on some assessments than Asian students attending smaller schools.

Asian Students. Table 7 shows the performance of Asian students by school size. The results do suggest somewhat different patterns for Asian students than for all students. While scores of all elementary students were typically higher at larger schools, the scores of Asian elementary students were often lower for those attending larger schools. For example, social studies scores among Asian elementary students at schools with 901 to 1,200 students were approximately 50 points lower than those of Asian elementary students at schools with 300 or fewer students.

Asian students attending large middle schools performed worse on some assessments than those attending smaller schools.

The results for Asian middle school students were mixed. On some assessments the Asian students at larger schools performed as well as those attending smaller schools, while on other assessments they performed worse.

On most assessments, there were no differences in the scores of Asian high school students.

On most assessments, there were no differences in the scores of Asian high school students attending different-sized schools. Differences did exist, however, on the reading assessment and the practical living and vocational skills assessment. For reading, scores were lowest for Asian students in school with 901 to 1,200 students. For practical living and vocational skills, scores were typically lower at the moderately sized schools.

Table 7
Performance of Asian Students by Size of School
(Relative to the Average Performance of Asian
Students in a School of 300 or Fewer Students)

| School Size / Grade | NRT | Reading | Science | Arts & Humanities | Math | Practical Living & Vocational Skills | Social Studies |
|---------------------|-----------------|------------------|------------------|-------------------|------------------|--------------------------------------|------------------|
| | Elementary | | | | | | |
| | 3 rd | 4 th | 4 th | 5 th | 5 th | 5 th | 5 th |
| 301 to 600 | 10.27 | 0.00 | 0.00 | 0.00 | 13.00 | 0.00 | 0.00 |
| 601 to 900 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 901 to 1,200 | 0.00 | 0.00 | 0.00 | -55.00 | 0.00 | -66.00 | -49.84 |
| Middle | | | | | | | |
| | 6 th | 7 th | 7 th | 8 th | 8 th | 8 th | 8 th |
| 301 to 600 | -20.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 601 to 900 | -19.00 | 0.00 | 0.00 | 0.00 | 0.00 | -28.00 | 0.00 |
| 901 to 1,200 | -21.00 | 0.00 | 0.00 | 0.00 | 0.00 | -30.00 | 0.00 |
| 1,201 to 1,500 | -29.00 | 0.00 | -19.00 | 0.00 | 0.00 | -47.00 | -27.00 |
| High | | | | | | | |
| | 9 th | 10 th | 11 th | 11 th | 11 th | 10 th | 11 th |
| 301 to 600 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | -39.00 | 0.00 |
| 601 to 900 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 901 to 1,200 | 0.00 | -40.00 | 0.00 | 0.00 | 0.00 | -43.00 | 0.00 |
| 1,201 to 1,500 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | -39.00 | 0.00 |
| 1,501 to 1,800 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | -41.00 | 0.00 |
| 1,801 and larger | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |

Note: Performance levels that were not statistically different from the average performance of similar students in a school of 300 or fewer students are shown as zero. Statistical significance was evaluated at the 95 percent level.

Source: Staff analysis of CATS Student Data Files provided by the Kentucky Department of Education.

Scores were also compared across school size categories for students participating in free or reduced lunch programs. The results for students participating in these programs exhibited the most variation.

Students Receiving Free or Reduced Lunch. Scores were also compared across school size categories for students participating in free or reduced lunch programs. Some students who qualify may choose not to participate in the free or reduced lunch programs, so those participating may not fully reflect those eligible.

Table 8 indicates that the results for students participating in these programs exhibited the most variation. On some assessments administered to elementary students, scores were lower among those enrolled in moderately sized schools. Scores on the arts and humanities assessment, however, were lowest among the elementary students attending large schools. There were few differences among the scores of middle school students. Among high school students, scores were typically lower for those in schools with 301 to 1,200 students.

Table 8
Performance of Students Receiving Free or Reduced Lunch by Size of School
(Relative to the Average Performance of Students Receiving
Free or Reduced Lunch in a School of 300 or Fewer Students)

| School Size / Grade | NRT | Reading | Science | Arts & Humanities | Math | Practical Living & Vocational Skills | Social Studies |
|---------------------|-----------------|------------------|------------------|-------------------|------------------|--------------------------------------|------------------|
| | Elementary | | | | | | |
| | 3 rd | 4 th | 4 th | 5 th | 5 th | 5 th | 5 th |
| 301 to 600 | 0.00 | -1.21 | -1.53 | 0.00 | 0.00 | 0.00 | 0.00 |
| 601 to 900 | 0.00 | -2.35 | -3.09 | 0.00 | 0.00 | -3.49 | 0.00 |
| 901 to 1,200 | 0.00 | 0.00 | 0.00 | -19.13 | 0.00 | 0.00 | 0.00 |
| Middle | | | | | | | |
| | 6 th | 7 th | 7 th | 8 th | 8 th | 8 th | 8 th |
| 301 to 600 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 601 to 900 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 901 to 1,200 | 0.00 | 0.00 | 0.00 | 6.37 | 0.00 | 0.00 | 4.67 |
| 1,201 to 1,500 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 5.92 |
| High | | | | | | | |
| | 9 th | 10 th | 11 th | 11 th | 11 th | 10 th | 11 th |
| 301 to 600 | 0.00 | -8.89 | 0.00 | -10.91 | -5.11 | 0.00 | -10.44 |
| 601 to 900 | 0.00 | -8.29 | -4.07 | -9.89 | -5.06 | 0.00 | -10.47 |
| 901 to 1,200 | 0.00 | -5.44 | 0.00 | 0.00 | -6.09 | 0.00 | -8.35 |
| 1,201 to 1,500 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 1,501 to 1,800 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 1,801 and larger | 0.00 | 7.90 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |

Note: Performance levels that were not statistically different from the average performance of similar students in a school of 300 or fewer students are shown as zero. Statistical significance was evaluated at the 95 percent level.
 Source: Staff analysis of CATS Student Data Files provided by the Kentucky Department of Education.

School-level Performance

School-level performance was also compared across different-sized schools. In this analysis, performance was measured by the overall performance of the students within the schools.

School-level performance was also compared across different-sized schools. This analysis was similar to the student-level analysis. The performance levels compared are individual student's scores aggregated for the school. Students are assigned to performance levels based on their scores on each assessment. A student with a score that falls within a particular range would be classified as performing at the proficient level. The percentage of students within each performance level is multiplied by a weight and totaled to determine the school's academic index. Table 9 shows how the academic index is calculated for 4th-grade reading.

Table 9
Sample Calculation of a School's Academic Index for 4th-grade Reading

| Performance Level | Weight | Distribution of Student Scores | Calculation | Weighted Score (Weight x Percent) |
|--------------------------|---------------|---------------------------------------|--------------------|------------------------------------------|
| Novice Non-performance | 0 | 5% | 0 x .05 | 0 |
| Novice Medium | 13 | 10% | 13 x .10 | 1.3 |
| Novice High | 26 | 15% | 26 x .15 | 3.9 |
| Apprentice Low | 40 | 20% | 40 x .20 | 8.0 |
| Apprentice Middle | 60 | 25% | 60 x .25 | 15.0 |
| Apprentice High | 80 | 15% | 80 x .15 | 12.0 |
| Proficient | 100 | 8% | 100 x .08 | 8.0 |
| Distinguished | 140 | 2% | 140 x .02 | 2.8 |
| Academic Index | | | | 51.0 |

Source: Commonwealth. Department. "2004 CATS Interpretive Guide" 23.

There were no statistically significant differences in the performance of elementary schools. The smallest and largest groups of middle and high schools generally scored higher than the moderately sized schools.

Table 10 shows how school-level performance varied across different-sized schools. As with the student-level results, the figures show the difference between schools of a particular size and schools with 300 or fewer students. None of the differences for elementary schools was statistically significant. For middle and high schools, scores were typically lower for the moderately sized schools. There were no statistically significant differences, however, between the smallest group of schools and the largest group of schools.

Table 10
School-level Performance by Size of School
(Relative to the Average of Schools With 300 or Fewer Students)

| | Norm-referenced Test | | | Kentucky Core Content Test | | | | | | |
|--------------------------------|-----------------------|-----------------------|-----------------------|----------------------------|------------------------|---------------------------|------------------------|---------------------------------------------------------|------------------------|------------------------|
| | Read- ing | Math | Lan- guage | Read- ing | Science | Arts & Human -ities | Math | Prac- tical Living & Voca- tional Skills | Social Studies | Writing |
| | Elementary | | | | | | | | | |
| School Size / Grade | 3rd | 3rd | 3rd | 4th | 4th | 5th | 5th | 5th | 5th | 4th |
| 301 to 600 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 601 to 900 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 901 to 1,200 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | Middle | | | | | | | | | |
| | 6th | 6th | 6th | 7th | 7th | 8th | 8th | 8th | 8th | 7th |
| 301 to 600 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | -2.27 | 0.00 | 0.00 | 0.00 |
| 601 to 900 | -2.03 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | -3.81 | 0.00 | 0.00 | 0.00 |
| 901 to 1,200 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 1,201 to 1,500 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | High | | | | | | | | | |
| | 9th | 9th | 9th | 10th | 11th | 11th | 11th | 10th | 11th | 12th |
| 301 to 600 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | -4.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 601 to 900 | -2.80 | 0.00 | 0.00 | 0.00 | -2.79 | -6.05 | 0.00 | 0.00 | 0.00 | -3.57 |
| 901 to 1,200 | -4.17 | -3.79 | 0.00 | -3.52 | -3.60 | -6.54 | -4.37 | -3.25 | 0.00 | -5.28 |
| 1,201 to 1,500 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | -6.11 | 0.00 | 0.00 | 0.00 | -4.36 |
| 1,501 to 1,800 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | -5.97 | 0.00 | 0.00 | 0.00 | 0.00 |
| 1,801 and larger | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |

Note: Performance levels that were not statistically different from the average performance of similar students in a school of 300 or fewer students are shown as zero. Statistical significance was evaluated at the 95 percent level.
 Source: Staff analysis of CATS Student Data Files provided by the Kentucky Department of Education.

The school-level analysis did not show that larger schools performed better, which the student-level analysis did show. This difference likely occurs because relatively small differences in student scores have little, if any, effect on school-level scores.

The results of the school-level analysis often differed from the student-level analysis. For example, elementary student-level scores did vary across school size, but no evidence of this difference was found in the school-level analysis. The method used to aggregate student-level scores may be the reason for these discrepancies. As individual scores are aggregated, some of the smaller differences are lost. For example, two students might both be considered distinguished even if there are several points between their scores. When aggregated at the school level, it only matters that they scored at the distinguished level, not that one scored higher. Therefore, both of these students make the same contribution to their schools' scores and any difference between them is lost. Given the lost precision inherent in the school-level

scores, some of the differences observed at the student level would not be observed at the school level.

While high schools with more than 300 students had higher dropout and retention rates than did high schools with 300 or fewer students, there was no strong relationship between these performance measures and school size.

In addition to comparing academic scores, it is possible to compare other measures such as attendance rates, dropout rates, and retention rates across different-sized schools. Dropout rates represent the number of students who drop out of school. Retention rates represent the percentage of students who are held back to repeat a grade. Comparisons across elementary and middle schools yielded no statistically significant differences across school size for any of these measures. Differences for high schools are shown in Table 11. Attendance rates were lower in high schools with 601 to 900 students, otherwise there were no statistically significant differences. All of the groups of high schools with more than 300 students had higher dropout rates than did high schools with 300 or fewer students. Other than being higher than schools with 300 or fewer students, there did not appear to be a strong relationship between dropout rates and school size. Retention rates were higher in schools with 901 to 1,500 students, but as with the academic measures of performance, there was no difference between the smaller and larger schools.

Table 11
Differences in Attendance, Dropout,
and Retention Rates of High Schools
(Relative to the Average of High
Schools With 300 or Fewer Students)

| School Size | Attendance Rates | Dropout Rates | Retention Rates |
|--------------------|-------------------------|----------------------|------------------------|
| 301 to 600 | 0.00 | 1.19 | 0.00 |
| 601 to 900 | -1.78 | 1.64 | 0.00 |
| 901 to 1,200 | 0.00 | 1.33 | 2.02 |
| 1,201 to 1,500 | 0.00 | 1.42 | 1.92 |
| 1,501 to 1,800 | 0.00 | 1.23 | 0.00 |
| 1,801 and larger | 0.00 | 1.38 | 0.00 |

Note: Performance levels that were not statistically different from the average performance of similar students in a school of 300 or fewer students are shown as zero. Statistical significance was evaluated at the 95 percent level.

Source: Staff analysis of CATS Student Data Files provided by the Kentucky Department of Education.

Limitations of the Analysis

There are some limitations associated with the comparisons. For example, it was not possible to account for all factors that could influence student performance.

The results discussed above provide an indication of how different types of students perform in schools of various sizes. There are some limitations, however, that should be noted. First, while it was possible to account for some factors that could influence scores, such as participation in an extended school services program, it is not possible to account for all the factors that influence student and school scores. For example, school officials and teachers may have developed independent programs to address their unique situations. Data on these programs are limited and not consistently collected across all districts in the state.

Some of the differences in performance could be caused by students migrating to certain types of schools. For example, high-performing students may be attracted to large schools that offer a greater range of classes.

In addition, it is likely that some families locate in school districts with characteristics that are seen as desirable. Families that believe small schools are preferable may locate in districts with small schools. If this is more likely to occur among families with high-performing students, then the results might be affected by these choices. Similarly, high-performing students may be attracted to larger schools that are able to offer a broader range of opportunities. As a result, the differences in performance across different-sized schools may not reflect only the advantages or disadvantages associated with different sizes. Instead, the results would also reflect the choices made by different types of families. It is unclear how much of the differences should be attributable to school size and how much should be attributable to other factors.

Due to these limitations, the results should be interpreted as showing the performance levels of students who are enrolled in schools of various sizes with the recognition that other factors that might be unrelated to school size may also affect the results. The results do not necessarily indicate that the size of a school is the reason for different scores.

Conclusions

The analysis suggests that scores for middle and high school students were generally higher at larger schools. Scores for elementary students at large schools were as high or higher than those at smaller schools.

The results presented indicate that students' performance levels do differ across sizes of schools. These differences persisted even after accounting for various factors that could affect performance. The results comparing scores of all students suggest that students in the largest schools scored as well or higher than did students at smaller schools. The differences in scores varied across elementary, middle, and high schools and across assessments. Scores for elementary students were generally as high or higher at the largest schools. For some assessments, however, scores at the

smallest and the largest groups of elementary schools were statistically the same. For middle school students, scores were progressively higher at the larger schools. Students' scores at high schools with 300 or fewer students were higher than those with 301 to 600 and those with 601 to 900 students. This differed, however, for the largest high schools, in which students had scores as high or higher than students in the smallest schools.

The comparison for Kentucky schools suggests that performance was often higher among larger schools. Other researchers have concluded that performance was highest at smaller schools.

Much of the past research examining the relationship between enrollment and student performance concluded that performance is typically lower at larger schools. The original research examining Kentucky schools that was presented in this report suggests that this is not the case. One reason for this difference may be the amount of detailed data available in Kentucky. Often researchers must rely on samples of data or data that is limited in other ways. Kentucky collects many types of detailed data across all schools and for all students, which tends to improve the validity of the results.

The difference in findings may be caused by past researchers assuming the relationship between size performance was constant across all school sizes.

Another possible reason for the different findings is the manner in which differences in school size were evaluated. Past researchers typically assumed that the relationship between enrollment and performance was constant across all school sizes. This assumption was made by Summers and Wolfe, Fowler and Walberg, and Caldas. Given this assumption, the results would show a relationship that was the same across all schools. That is, if the analysis showed a negative relationship, the relationship would be negative across all sizes of schools. The relationship between size and performance, however, might not be constant across all school sizes.

The results for Kentucky suggests that the relationship is not constant.

The results from analyzing Kentucky schools suggest that the relationship is more complicated. When comparing small schools to somewhat larger schools, performance was lower among the somewhat larger schools, indicating a negative relationship between size and performance. When the largest schools were included, performance at these schools often exceeded performance at the smaller schools. Therefore, the relationship is negative over a range of enrollment but positive beyond that range.⁹ Researchers who assumed the relationship was constant may have found a negative relationship overall because there are typically more schools with enrollment in the negative range than there are in the positive range.

⁹ There may also be a range of very large schools where performance again declines. This was not observed among Kentucky schools.

There was some evidence to suggest that small schools might provide certain advantages over somewhat larger schools.

Proponents of small schools suggest that small schools offer students certain advantages that can result in a better education, such as more personalized attention or greater opportunities to be involved. There was some evidence suggesting that these types of advantages may exist. Students' scores at the smallest high schools were higher than those at somewhat larger schools. For all students, however, the largest schools frequently had higher scores than did the smallest schools. This suggests that the advantages provided at larger schools may be more effective at increasing scores on the state assessments.

The performance differences could be due to school size but could also be due to other factors that could not adequately be accounted for in the analysis.

There is an important caveat that should be noted regarding these results. While the results do indicate that Kentucky students attending larger schools tend to perform as well as or better on average than do students at smaller schools, the reasons for this are not entirely clear. These differences could be due to the advantages that the largest schools can provide such as specialized programs. There may be other factors, however, affecting scores that could not be adequately accounted for in the analysis. For example, if larger schools are able to provide a broader range of classes than can smaller schools, higher-performing students may try to enroll in these schools. In addition, schools with high scores may attract more students, so that high performance levels result in larger schools. The performance differences across school size may reflect these types of choices and other factors that are not necessarily related to how well students learn at a particular-sized school.

To the extent that larger schools provide advantages to students, these advantages may not apply to all students. That is, some students may learn better in larger schools while others learn better in smaller schools.

In addition, to the extent that larger schools do provide certain education advantages, these advantages may not apply equally to all students. For example, Asian students in large elementary schools scored lower than those in small elementary schools. Similar results were found on some assessments for Asian middle school students. Therefore, depending on their circumstances, some students may learn better in the environments provided at smaller schools, while others may perform better with the greater resources and more specialized classes that larger schools might provide.

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Appendix A

Enrollment by School Within Types (2005 School Year)

The type of school is based on the classification system of the National Center for Education Statistics. Primary schools are listed on pages 39 to 54, middle schools are listed on pages 54 to 59, and high schools are listed on pages 59 to 63. Schools not covered by these classifications are on page 64.

Within types, schools are listed in order of increasing enrollment. Within types, the fourth and fifth columns indicate the cumulative percentages for number of schools and student enrollment. As an example, for a primary school with an enrollment of 200 students the cumulative percentages are 11.7 percent and 4.3 percent. This means that 11.7 percent of primary schools in 2005 had enrollments of 200 or fewer students. Schools with enrollments of 200 students or fewer had 4.3 percent of the students in primary schools.

For Grades, “P” indicates preschool and/or kindergarten.

Schools in independent districts are in italics.

| School (District) | Grades | Enroll- ment | Cumulative % of: Schools / Students | |
|-------------------------------------------------------------------------------------------------|--------|-----------------|----------------------------------------|------|
| Primary Schools (Lowest grade is grade 4 or lower and highest grade is grade 8 or lower) | | | | |
| Battletown Elementary (Meade) | P-6 | 75 | 0.1% | 0.0% |
| John T Arnett Elementary (Magoffin) | P-6 | 78 | 0.3% | 0.0% |
| Big Creek Elementary (Leslie) | P-6 | 80 | 0.4% | 0.1% |
| Cordia Elementary (Knott) | P-6 | 89 | 0.5% | 0.1% |
| Rousseau Elementary (Breathitt) | P-6 | 92 | 0.7% | 0.1% |
| Kingdom Come Settlement Elementary (Letcher) | P-8 | 98 | 0.8% | 0.2% |
| Muldrough Elementary (Meade) | P-6 | 99 | 0.9% | 0.2% |
| Nevisdale Elementary (Whitley) | P-6 | 101 | 1.1% | 0.2% |
| Grand Rivers Elementary (Livingston) | P-6 | 102 | 1.2% | 0.3% |
| Laurel Elementary (Lewis) | P-6 | 103 | 1.3% | 0.3% |
| Bethel Elementary (Bath) | P-4 | 108 | 1.5% | 0.3% |
| Creekside Elementary-Upton Campus (Hardin) | P-5 | 108 | 1.6% | 0.4% |
| The Academy at Lexington Elementary (Fayette) | P-5 | 113 | 1.7% | 0.4% |
| Pierce Elementary (Green) | P-5 | 114 | 1.9% | 0.4% |
| Prater Borders Elementary (Magoffin) | P-6 | 116 | 2.0% | 0.5% |
| Cannel City Elementary (Morgan) | P-5 | 118 | 2.1% | 0.5% |
| Eagle Elementary (McCreary) | P-5 | 120 | 2.3% | 0.6% |
| Fourth District Elementary (Butler) | P-5 | 122 | 2.4% | 0.6% |
| Millersburg Elementary (Bourbon) | P-5 | 125 | 2.5% | 0.6% |
| <i>West Point Elementary (West Point)</i> | P-8 | 125 | 2.7% | 0.7% |
| Sacramento Elementary (McLean) | P-5 | 128 | 2.8% | 0.7% |
| Lost Creek Elementary (Perry) | P-8 | 129 | 2.9% | 0.8% |
| Caney Creek Elementary (Knott) | P-8 | 133 | 3.1% | 0.8% |
| Majestic Knox Creek Elementary (Pike) | P-6 | 135 | 3.2% | 0.8% |

| School (District) | Grades | Enrollment | Cumulative % of: Schools / Students | |
|-------------------------------------------------------|--------|------------|----------------------------------------|------|
| Trapp Elementary (Clark) | P-5 | 137 | 3.3% | 0.9% |
| <i>East College Early Childhood Center (Mayfield)</i> | P | 138 | 3.5% | 0.9% |
| Isonville Elementary (Elliott) | P-6 | 138 | 3.6% | 1.0% |
| Wrigley Elementary (Morgan) | P-5 | 138 | 3.7% | 1.0% |
| Salt Lick Elementary (Bath) | P-4 | 142 | 3.9% | 1.1% |
| Beckham Combs Elementary (Knott) | P-8 | 143 | 4.0% | 1.1% |
| Carter Elementary (Carter) | P-5 | 144 | 4.1% | 1.2% |
| Nichols Elementary (Bullitt) | P-5 | 145 | 4.3% | 1.2% |
| Pilot View Elementary (Clark) | P-5 | 145 | 4.4% | 1.2% |
| Star Elementary (Carter) | P-5 | 145 | 4.5% | 1.3% |
| Phelps Elementary (Casey) | P-6 | 147 | 4.7% | 1.3% |
| Garrett Elementary (Casey) | P-6 | 148 | 4.8% | 1.4% |
| <i>Seven Hills Elementary (Owensboro)</i> | P-4 | 149 | 4.9% | 1.4% |
| Arlie Boggs Elementary (Letcher) | P-8 | 151 | 5.1% | 1.5% |
| <i>Southgate Elementary (Southgate)</i> | P-8 | 153 | 5.2% | 1.5% |
| Kings Mountain Elementary (Lincoln) | P-6 | 154 | 5.3% | 1.6% |
| Woodstock Elementary (Pulaski) | P-5 | 155 | 5.5% | 1.6% |
| A.J. Jolly Elementary (Campbell) | P-5 | 156 | 5.6% | 1.7% |
| Knifley Elementary (Adair) | P-8 | 157 | 5.7% | 1.7% |
| North Metcalfe Elementary (Metcalfe) | P-6 | 158 | 5.9% | 1.8% |
| Oneida Elementary (Clay) | P-6 | 158 | 6.0% | 1.8% |
| Summer Shade Elementary (Metcalfe) | P-6 | 158 | 6.1% | 1.9% |
| Frakes School Center (Bell) | P-8 | 160 | 6.3% | 1.9% |
| Smithtown Elementary (McCreary) | P-5 | 160 | 6.4% | 2.0% |
| <i>William H Natcher Elementary (Cloverport)</i> | P-5 | 161 | 6.5% | 2.0% |
| Hayes Lewis Elementary (Leslie) | P-6 | 162 | 6.7% | 2.1% |
| Middle Fork Elementary (Magoffin) | P-6 | 163 | 6.8% | 2.1% |
| Rogers Elementary (Wolfe) | P-5 | 163 | 6.9% | 2.2% |
| Sparksville Elementary (Adair) | P-8 | 164 | 7.1% | 2.2% |
| Artemus Elementary (Knox) | P-8 | 165 | 7.2% | 2.3% |
| Big Creek Elementary (Perry) | P-8 | 167 | 7.3% | 2.4% |
| Phillips Elementary (Casey) | P-6 | 168 | 7.5% | 2.4% |
| Ben Johnson Elementary (Breckinridge) | P-5 | 169 | 7.6% | 2.5% |
| McKinney Elementary (Lincoln) | P-6 | 169 | 7.7% | 2.5% |
| South Irvine Elementary (Estill) | P-5 | 169 | 7.9% | 2.6% |
| Poplar Creek Elementary (Whitley) | P-6 | 171 | 8.0% | 2.6% |
| W B Muncy Elementary (Leslie) | P-6 | 174 | 8.1% | 2.7% |
| <i>Poage Elementary (Ashland)</i> | P-6 | 179 | 8.3% | 2.7% |
| Big Creek Elementary (Clay) | P-6 | 180 | 8.4% | 2.8% |
| South Hancock Elementary (Hancock) | P-5 | 180 | 8.5% | 2.9% |
| Boston Elementary (Nelson) | P-5 | 182 | 8.7% | 2.9% |
| Ezel Elementary (Morgan) | P-5 | 182 | 8.8% | 3.0% |
| Red River Valley Elementary (Wolfe) | P-5 | 182 | 8.9% | 3.0% |
| Meade Memorial Elementary (Johnson) | P-6 | 183 | 9.1% | 3.1% |
| Cuba Elementary (Graves) | P-6 | 185 | 9.2% | 3.1% |
| <i>Hatcher Elementary (Ashland)</i> | P-6 | 185 | 9.3% | 3.2% |
| East Valley Elementary (Morgan) | P-5 | 186 | 9.5% | 3.3% |
| Horse Branch Elementary (Ohio) | P-6 | 186 | 9.6% | 3.3% |
| Leatherwood Elementary (Perry) | P-8 | 187 | 9.7% | 3.4% |
| Smithland Elementary (Livingston) | P-6 | 188 | 9.9% | 3.4% |

| School (District) | Grades | Enrollment | Cumulative % of: Schools / Students | |
|-------------------------------------------------|--------|------------|----------------------------------------|------|
| Hillsboro Elementary (Fleming) | P-6 | 189 | 10.0% | 3.5% |
| Union Chapel Elementary (Russell) | P-6 | 190 | 10.1% | 3.6% |
| Ledbetter Elementary (Livingston) | P-6 | 191 | 10.3% | 3.6% |
| Summersville Elementary (Green) | P-5 | 193 | 10.4% | 3.7% |
| Uniontown Elementary (Union) | P-5 | 193 | 10.5% | 3.8% |
| Blackberry Elementary (Pike) | P-8 | 194 | 10.7% | 3.8% |
| Fancy Farm Elementary (Graves) | P-6 | 195 | 10.8% | 3.9% |
| Grant's Lick Elementary (Campbell) | P-5 | 196 | 10.9% | 3.9% |
| Douglas Elementary (Casey) | P-6 | 197 | 11.1% | 4.0% |
| Joe Harrison Carter Elementary (Monroe) | P-5 | 197 | 11.2% | 4.1% |
| Custer Elementary (Breckinridge) | P-5 | 199 | 11.3% | 4.1% |
| E P Ward Elementary (Fleming) | P-6 | 199 | 11.5% | 4.2% |
| Kimper Elementary (Pike) | P-8 | 199 | 11.6% | 4.3% |
| Slaughters Elementary (Webster) | P-8 | 200 | 11.7% | 4.3% |
| Drakesboro Consolidated Elementary (Muhlenberg) | P-5 | 202 | 11.9% | 4.4% |
| Jones Fork Elementary (Knott) | P-8 | 203 | 12.0% | 4.5% |
| Magnolia Elementary (LaRue) | P-4 | 204 | 12.1% | 4.5% |
| Millard Hensley Elementary (Magoffin) | P-6 | 204 | 12.3% | 4.6% |
| Deming Elementary (Robertson) | P-6 | 206 | 12.4% | 4.7% |
| North Middletown Elementary (Bourbon) | P-5 | 207 | 12.5% | 4.7% |
| <i>Burgin Elementary (Burgin)</i> | P-5 | 208 | 12.6% | 4.8% |
| Green Hills Elementary (Harlan) | P-8 | 209 | 12.8% | 4.9% |
| North Livingston County Elementary (Livingston) | P-6 | 209 | 12.9% | 4.9% |
| Shepherd Elementary (Adair) | P-8 | 210 | 13.0% | 5.0% |
| Tilden Hogge Elementary (Rowan) | P-5 | 210 | 13.2% | 5.1% |
| Charles Clark Elementary (Floyd) | P-5 | 212 | 13.3% | 5.1% |
| Fifth District Elementary (Butler) | P-5 | 212 | 13.4% | 5.2% |
| Buckhorn Elementary (Perry) | P-8 | 213 | 13.6% | 5.3% |
| Buffalo Elementary (LaRue) | P-4 | 213 | 13.7% | 5.3% |
| Boston Elementary (Whitley) | P-6 | 215 | 13.8% | 5.4% |
| Lakeside Elementary (Elliott) | P-6 | 217 | 14.0% | 5.5% |
| Salyer Elementary (Magoffin) | P-6 | 217 | 14.1% | 5.5% |
| Jonathan Elementary (Marshall) | P-5 | 220 | 14.2% | 5.6% |
| Stearns Elementary (McCreary) | P-5 | 221 | 14.4% | 5.7% |
| Botts Elementary (Menifee) | P-5 | 222 | 14.5% | 5.7% |
| <i>Eminence Elementary (Eminence)</i> | P-4 | 222 | 14.6% | 5.8% |
| Highland Heights Elementary (Campbell) | P-5 | 222 | 14.8% | 5.9% |
| Southern Elementary (Ohio) | P-6 | 222 | 14.9% | 6.0% |
| Highland-Turner Elementary (Breathitt) | P-6 | 223 | 15.0% | 6.0% |
| <i>E B Terry Elementary (Glasgow)</i> | P-5 | 224 | 15.2% | 6.1% |
| Eastern Elementary (Henry) | P-5 | 224 | 15.3% | 6.2% |
| Southside Elementary (Lee) | P-5 | 224 | 15.4% | 6.2% |
| Cub Run Elementary (Hart) | P-8 | 228 | 15.6% | 6.3% |
| Oakland Elementary (Warren) | P-6 | 230 | 15.7% | 6.4% |
| Payneville Elementary (Meade) | P-6 | 230 | 15.8% | 6.5% |
| Perryville Elementary (Boyle) | P-5 | 230 | 16.0% | 6.5% |
| Johnson Elementary (Fayette) | P-5 | 231 | 16.1% | 6.6% |
| <i>Happy Valley Elementary (Glasgow)</i> | P-5 | 232 | 16.2% | 6.7% |
| Legrande Elementary (Hart) | P-8 | 233 | 16.4% | 6.8% |
| Beckham Bates Elementary (Letcher) | P-8 | 234 | 16.5% | 6.8% |

| School (District) | Grades | Enrollment | Cumulative % of: Schools / Students | |
|---------------------------------------------------|--------|------------|----------------------------------------|-------|
| Robinson Creek Elementary (Pike) | P-5 | 235 | 16.6% | 6.9% |
| <i>Cooper Whiteside Elementary (Paducah)</i> | P-5 | 236 | 16.8% | 7.0% |
| Goose Rock Elementary (Clay) | P-6 | 236 | 16.9% | 7.1% |
| Howevalley Elementary (Hardin) | P-5 | 236 | 17.0% | 7.1% |
| Lewisport Elementary (Hancock) | P-5 | 236 | 17.2% | 7.2% |
| Utica Elementary (Daviess) | P-5 | 237 | 17.3% | 7.3% |
| <i>Arnett Elementary (Erlanger-Elsmere)</i> | P-5 | 239 | 17.4% | 7.4% |
| Ewing Elementary (Fleming) | P-6 | 240 | 17.6% | 7.4% |
| <i>Mildred Dean Elementary (Newport)</i> | P-5 | 242 | 17.7% | 7.5% |
| Gamaliel Elementary (Monroe) | P-5 | 243 | 17.8% | 7.6% |
| Hacker Elementary (Clay) | P-6 | 243 | 18.0% | 7.7% |
| Highland Elementary (Christian) | P-5 | 248 | 18.1% | 7.8% |
| Waynesburg Elementary (Lincoln) | P-6 | 249 | 18.2% | 7.8% |
| Anderson Co Early Childhood Elementary (Anderson) | P-0 | 250 | 18.4% | 7.9% |
| Rightfork School Center (Bell) | P-8 | 250 | 18.5% | 8.0% |
| Menifee County Elementary (Menifee) | P-5 | 251 | 18.6% | 8.1% |
| Paces Creek Elementary (Clay) | P-6 | 251 | 18.8% | 8.2% |
| Blaine Elementary (Lawrence) | P-8 | 252 | 18.9% | 8.2% |
| <i>Carr Elementary (Fulton)</i> | P-6 | 253 | 19.0% | 8.3% |
| Flat Lick Elementary (Knox) | P-8 | 253 | 19.2% | 8.4% |
| Lacy Elementary (Christian) | P-5 | 254 | 19.3% | 8.5% |
| Emmalena Elementary (Knott) | P-8 | 255 | 19.4% | 8.6% |
| Calvary Elementary (Marion) | P-5 | 258 | 19.6% | 8.7% |
| Ashland Elementary (Fayette) | P-5 | 260 | 19.7% | 8.7% |
| Highland Elementary (Lincoln) | P-6 | 261 | 19.8% | 8.8% |
| Upper Tygart Elementary (Carter) | P-5 | 262 | 20.0% | 8.9% |
| Paint Lick Elementary (Garrard) | P-5 | 263 | 20.1% | 9.0% |
| Robinson Elementary (Perry) | P-8 | 265 | 20.2% | 9.1% |
| Beaver Creek Elementary (Knott) | P-8 | 267 | 20.4% | 9.2% |
| Brown Elementary (Jefferson) | P-5 | 267 | 20.5% | 9.2% |
| Chavies Elementary (Perry) | P-8 | 271 | 20.6% | 9.3% |
| Horse Creek Elementary (Clay) | P-6 | 271 | 20.8% | 9.4% |
| Russell Cave Elementary (Fayette) | P-5 | 272 | 20.9% | 9.5% |
| Fleming Neon Elementary (Letcher) | P-8 | 273 | 21.0% | 9.6% |
| Campton Elementary (Wolfe) | P-5 | 275 | 21.2% | 9.7% |
| Flat Gap Elementary (Johnson) | P-6 | 275 | 21.3% | 9.8% |
| Johnson Elementary (Laurel) | P-5 | 275 | 21.4% | 9.9% |
| Willard Elementary (Perry) | P-8 | 275 | 21.6% | 9.9% |
| <i>Dawson Springs Elementary (Dawson Springs)</i> | P-4 | 276 | 21.7% | 10.0% |
| <i>Walkertown Elementary (Hazard)</i> | P-3 | 276 | 21.8% | 10.1% |
| <i>Jennie Rogers Elementary (Danville)</i> | P-5 | 277 | 22.0% | 10.2% |
| Sand Gap Elementary (Jackson) | P-5 | 277 | 22.1% | 10.3% |
| <i>Woodfill Elementary (Fort Thomas)</i> | P-5 | 277 | 22.2% | 10.4% |
| Hawesville Elementary (Hancock) | P-5 | 279 | 22.4% | 10.5% |
| <i>John W Miles Elementary (Erlanger-Elsmere)</i> | P-5 | 279 | 22.5% | 10.6% |
| Austin Tracy Elementary (Barren) | P-6 | 280 | 22.6% | 10.7% |
| James A Duff Elementary (Floyd) | P-5 | 280 | 22.8% | 10.7% |
| West Louisville Elementary (Daviess) | P-5 | 280 | 22.9% | 10.8% |
| Hannah McClure Elementary (Clark) | P-5 | 282 | 23.0% | 10.9% |
| Crofton Elementary (Christian) | P-5 | 283 | 23.2% | 11.0% |

| School (District) | Grades | Enroll- ment | Cumulative % of: Schools / Students | |
|----------------------------------------------------|--------|-----------------|----------------------------------------|-------|
| Fallsburg Elementary (Lawrence) | P-8 | 283 | 23.3% | 11.1% |
| Creekside Elementary-Sonora (Hardin) | P-5 | 284 | 23.4% | 11.2% |
| <i>Hogsett Elementary (Danville)</i> | P-5 | 287 | 23.6% | 11.3% |
| <i>Howell Elementary (Erlanger-Elsmere)</i> | P-5 | 287 | 23.7% | 11.4% |
| Model Laboratory Elementary (Madison) | P-5 | 288 | 23.8% | 11.5% |
| Cairo Elementary (Henderson) | P-5 | 289 | 24.0% | 11.6% |
| Kelly Elementary (Boone) | P-5 | 290 | 24.1% | 11.7% |
| Mayfield Elementary (Madison) | P-5 | 290 | 24.2% | 11.8% |
| <i>Toliver Elementary (Danville)</i> | P-5 | 290 | 24.4% | 11.9% |
| Farmington Elementary (Graves) | P-6 | 291 | 24.5% | 11.9% |
| Harrison Elementary (Fayette) | P-5 | 292 | 24.6% | 12.0% |
| Western Elementary (Ohio) | P-6 | 293 | 24.8% | 12.1% |
| Arlington Elementary (Fayette) | P-5 | 294 | 24.9% | 12.2% |
| Tollesboro Elementary (Lewis) | P-6 | 294 | 25.0% | 12.3% |
| Viper Elementary (Perry) | P-8 | 294 | 25.2% | 12.4% |
| Gilmore Lane Elementary (Jefferson) | P-5 | 295 | 25.3% | 12.5% |
| Sandy Hook Elementary (Elliott) | P-6 | 296 | 25.4% | 12.6% |
| Clearfield Elementary (Rowan) | P-5 | 297 | 25.6% | 12.7% |
| Lone Jack School Center (Bell) | P-8 | 297 | 25.7% | 12.8% |
| <i>Dishman McGinnis Elementary (Bowling Green)</i> | P-5 | 298 | 25.8% | 12.9% |
| Fulton County Elementary (Fulton) | P-5 | 298 | 26.0% | 13.0% |
| Hazelwood Elementary (Jefferson) | P-5 | 298 | 26.1% | 13.1% |
| <i>Thomas Edison Elementary (Covington)</i> | P-5 | 298 | 26.2% | 13.2% |
| <i>Charles Russell Elementary (Ashland)</i> | P-6 | 299 | 26.4% | 13.3% |
| Eubank Elementary (Pulaski) | P-5 | 299 | 26.5% | 13.4% |
| Middleburg Elementary (Casey) | P-6 | 299 | 26.6% | 13.5% |
| <i>Paris Elementary (Paris)</i> | P-4 | 299 | 26.8% | 13.6% |
| Wurtland Elementary (Greenup) | P-5 | 301 | 26.9% | 13.7% |
| <i>Campbell Elementary (Raceland)</i> | P-3 | 302 | 27.0% | 13.8% |
| Livermore Elementary (McLean) | P-5 | 302 | 27.2% | 13.9% |
| Providence Elementary (Clark) | P-5 | 302 | 27.3% | 13.9% |
| Northern Elementary (Scott) | P-5 | 303 | 27.4% | 14.0% |
| Brooks Elementary (Bullitt) | P-5 | 304 | 27.6% | 14.1% |
| Camp Ground Elementary (Laurel) | P-5 | 304 | 27.7% | 14.2% |
| Cane Ridge Elementary (Bourbon) | P-5 | 304 | 27.8% | 14.3% |
| Temple Hill Elementary (Barren) | P-6 | 304 | 28.0% | 14.4% |
| Fordsville Elementary (Ohio) | P-6 | 305 | 28.1% | 14.5% |
| Rosspoint Elementary (Harlan) | P-8 | 305 | 28.2% | 14.6% |
| Greysbranch Elementary (Greenup) | P-5 | 306 | 28.4% | 14.7% |
| Lowes Elementary (Graves) | P-6 | 306 | 28.5% | 14.8% |
| Roundstone Elementary (Rockcastle) | P-5 | 306 | 28.6% | 14.9% |
| Calhoun Elementary (McLean) | P-5 | 307 | 28.8% | 15.0% |
| Sharpe Elementary (Marshall) | P-5 | 308 | 28.9% | 15.1% |
| Dewitt Elementary (Knox) | P-8 | 309 | 29.0% | 15.2% |
| Marie Roberts-Caney Elementary (Breathitt) | P-6 | 309 | 29.2% | 15.3% |
| Argillite Elementary (Greenup) | P-5 | 310 | 29.3% | 15.4% |
| Niagara Elementary (Henderson) | P-5 | 310 | 29.4% | 15.5% |
| Irvington Elementary (Breckinridge) | P-5 | 312 | 29.6% | 15.6% |
| <i>Sutton Elementary (Owensboro)</i> | P-4 | 313 | 29.7% | 15.7% |
| Bevins Elementary (Pike) | P-8 | 314 | 29.8% | 15.8% |

| School (District) | Grades | Enroll- ment | Cumulative % of: Schools / Students | |
|--------------------------------------------------------|---------------|-------------------------|------------------------------------------------|-------|
| <i>Cravens Elementary (Owensboro)</i> | P-4 | 315 | 30.0% | 15.9% |
| Park City Elementary (Barren) | P-6 | 315 | 30.1% | 16.0% |
| Cannonsburg Elementary (Boyd) | P-5 | 317 | 30.2% | 16.1% |
| <i>A J Lindeman Elementary (Erlanger-Elsmere)</i> | P-5 | 318 | 30.4% | 16.2% |
| <i>Johnson Elementary (Fort Thomas)</i> | P-5 | 318 | 30.5% | 16.3% |
| Booker T Washington Montessori Magnet (Fayette) | P-5 | 319 | 30.6% | 16.4% |
| Bowen Elementary (Powell) | P-5 | 319 | 30.8% | 16.5% |
| Catlettsburg Elementary (Boyd) | P-5 | 319 | 30.9% | 16.6% |
| Cowan Elementary (Letcher) | P-8 | 319 | 31.0% | 16.7% |
| Roosevelt Perry Elementary (Jefferson) | P-5 | 319 | 31.2% | 16.8% |
| Salem Elementary (Russell) | P-6 | 319 | 31.3% | 16.9% |
| <i>Estes Elementary (Owensboro)</i> | P-4 | 320 | 31.4% | 17.0% |
| Southwest Calloway Elementary (Calloway) | P-5 | 320 | 31.6% | 17.2% |
| Calvert City Elementary (Marshall) | P-5 | 321 | 31.7% | 17.3% |
| Hazel Green Elementary (Laurel) | P-5 | 321 | 31.8% | 17.4% |
| Sedalia Elementary (Graves) | P-6 | 321 | 32.0% | 17.5% |
| South Marshall Elementary (Marshall) | P-5 | 321 | 32.1% | 17.6% |
| A B Chandler Elementary (Henderson) | P-5 | 322 | 32.2% | 17.7% |
| <i>Crabbe Elementary (Ashland)</i> | P-6 | 322 | 32.4% | 17.8% |
| <i>T C Cherry Elementary (Bowling Green)</i> | P-5 | 322 | 32.5% | 17.9% |
| <i>Broadway Elementary (Providence)</i> | P-8 | 323 | 32.6% | 18.0% |
| East Elementary (Calloway) | P-5 | 323 | 32.8% | 18.1% |
| Fannie Bush Elementary (Clark) | P-5 | 323 | 32.9% | 18.2% |
| George F Johnson Elementary (Pike) | P-5 | 324 | 33.0% | 18.3% |
| Hawthorne Elementary (Jefferson) | P-5 | 324 | 33.2% | 18.4% |
| <i>Parker Bennett Curry Elementary (Bowling Green)</i> | P-5 | 324 | 33.3% | 18.5% |
| Dorton Elementary (Pike) | P-8 | 327 | 33.4% | 18.6% |
| Beattyville Elementary (Lee) | P-5 | 328 | 33.6% | 18.7% |
| Glasscock Elementary (Marion) | P-5 | 328 | 33.7% | 18.8% |
| Junction City Elementary (Boyle) | P-5 | 329 | 33.8% | 18.9% |
| <i>Morgan Elementary (Paducah)</i> | P-5 | 329 | 34.0% | 19.0% |
| Lincoln Elementary (Jefferson) | P-5 | 330 | 34.1% | 19.1% |
| McKee Elementary (Jackson) | P-5 | 330 | 34.2% | 19.2% |
| Piner Elementary (Kenton) | P-5 | 330 | 34.4% | 19.3% |
| Sinking Fork Elementary (Christian) | P-5 | 331 | 34.5% | 19.4% |
| Portland Elementary (Jefferson) | P-5 | 332 | 34.6% | 19.6% |
| Letcher Elementary (Letcher) | P-8 | 333 | 34.8% | 19.7% |
| Southside Elementary (Harrison) | P-5 | 333 | 34.9% | 19.8% |
| Symsonia Elementary (Graves) | P-6 | 333 | 35.0% | 19.9% |
| Athens Elementary (Fayette) | P-5 | 335 | 35.2% | 20.0% |
| Runyon Elementary (Pike) | P-8 | 335 | 35.3% | 20.1% |
| Cawood Elementary (Harlan) | P-8 | 336 | 35.4% | 20.2% |
| Lebanon Junction Elementary (Bullitt) | P-5 | 336 | 35.6% | 20.3% |
| <i>Roy G Eversole Middle (Hazard)</i> | P-8 | 336 | 35.7% | 20.4% |
| <i>Foust Elementary (Owensboro)</i> | P-5 | 337 | 35.8% | 20.5% |
| Milton Elementary (Trimble) | P-5 | 337 | 36.0% | 20.6% |
| Bonnieville Elementary (Hart) | P-8 | 338 | 36.1% | 20.7% |
| <i>Sixth District Elementary (Covington)</i> | P-5 | 338 | 36.2% | 20.8% |
| <i>Jenkins Elementary (Jenkins)</i> | P-5 | 339 | 36.4% | 21.0% |
| Stinnett Elementary (Leslie) | P-6 | 339 | 36.5% | 21.1% |

| School (District) | Grades | Enrollment | Cumulative % of: Schools / Students | |
|-----------------------------------------------|--------|------------|----------------------------------------|-------|
| Olmstead Elementary (Logan) | P-8 | 340 | 36.6% | 21.2% |
| <i>Pineville Elementary (Pineville)</i> | P-6 | 340 | 36.8% | 21.3% |
| W R Castle Memorial Elementary (Johnson) | P-6 | 340 | 36.9% | 21.4% |
| Campbellsburg Elementary (Henry) | P-5 | 341 | 37.0% | 21.5% |
| Inez Elementary (Martin) | P-5 | 341 | 37.2% | 21.6% |
| Jefferson Elementary (Henderson) | P-5 | 342 | 37.3% | 21.7% |
| Cochrane Elementary (Jefferson) | P-5 | 343 | 37.4% | 21.8% |
| Crums Lane Elementary (Jefferson) | P-5 | 344 | 37.5% | 21.9% |
| <i>Hager Elementary (Ashland)</i> | P-6 | 344 | 37.7% | 22.0% |
| Westside Elementary (Harrison) | P-5 | 344 | 37.8% | 22.2% |
| Ryland Heights Elementary (Kenton) | P-5 | 345 | 37.9% | 22.3% |
| <i>Newton Parrish Elementary (Owensboro)</i> | P-4 | 349 | 38.1% | 22.4% |
| Sebree Elementary (Webster) | P-8 | 349 | 38.2% | 22.5% |
| Stanton Elementary (Powell) | P-5 | 350 | 38.3% | 22.6% |
| Bremen Elementary (Muhlenberg) | P-5 | 351 | 38.5% | 22.7% |
| Crab Orchard Elementary (Lincoln) | P-6 | 351 | 38.6% | 22.8% |
| Hyden Elementary (Leslie) | P-6 | 351 | 38.7% | 22.9% |
| Lebanon Elementary (Marion) | P-5 | 351 | 38.9% | 23.1% |
| <i>Moyer Elementary (Fort Thomas)</i> | P-5 | 352 | 39.0% | 23.2% |
| Feds Creek Elementary (Pike) | P-8 | 353 | 39.1% | 23.3% |
| McDowell Elementary (Floyd) | P-6 | 354 | 39.3% | 23.4% |
| Carlisle County Elementary (Carlisle) | P-5 | 356 | 39.4% | 23.5% |
| Ft Wright Elementary (Kenton) | P-5 | 356 | 39.5% | 23.6% |
| Kyrook Elementary (Edmonson) | P-4 | 356 | 39.7% | 23.7% |
| <i>Ninth District Elementary (Covington)</i> | P-5 | 356 | 39.8% | 23.9% |
| <i>Barbourville Elementary (Barbourville)</i> | P-6 | 357 | 39.9% | 24.0% |
| Breckinridge/Franklin Elementary (Jefferson) | P-5 | 357 | 40.1% | 24.1% |
| Dixon Elementary (Webster) | P-8 | 357 | 40.2% | 24.2% |
| W D Osborne Elementary (Floyd) | P-6 | 357 | 40.3% | 24.3% |
| Eden Elementary (Martin) | P-5 | 359 | 40.5% | 24.4% |
| James A Caywood Elementary (Kenton) | P-5 | 360 | 40.6% | 24.5% |
| Martha Jane Potter Elementary (Letcher) | P-8 | 360 | 40.7% | 24.7% |
| Nancy Elementary (Pulaski) | P-5 | 360 | 40.9% | 24.8% |
| West Liberty Elementary (Morgan) | P-5 | 360 | 41.0% | 24.9% |
| Adairville Elementary (Logan) | P-8 | 362 | 41.1% | 25.0% |
| Bridgeport Elementary (Franklin) | P-5 | 362 | 41.3% | 25.1% |
| Central Elementary (Johnson) | P-6 | 362 | 41.4% | 25.2% |
| Frayser Elementary (Jefferson) | P-5 | 362 | 41.5% | 25.4% |
| Wheatley Elementary (Jefferson) | P-5 | 362 | 41.7% | 25.5% |
| <i>Caverna Elementary (Caverna)</i> | P-5 | 363 | 41.8% | 25.6% |
| Hiseville Elementary (Barren) | P-6 | 363 | 41.9% | 25.7% |
| Johnsontown Road Elementary (Jefferson) | P-5 | 364 | 42.1% | 25.8% |
| Pleasant View Elementary (Whitley) | P-6 | 365 | 42.2% | 25.9% |
| Brodhead Elementary (Rockcastle) | P-5 | 368 | 42.3% | 26.1% |
| <i>Fairview Elementary (Fairview)</i> | P-6 | 370 | 42.5% | 26.2% |
| <i>John G Carlisle Elementary (Covington)</i> | P-5 | 370 | 42.6% | 26.3% |
| Keavy Elementary (Laurel) | P-5 | 370 | 42.7% | 26.4% |
| Mary Todd Elementary (Fayette) | P-5 | 370 | 42.9% | 26.5% |
| Liberty Elementary (Casey) | P-6 | 371 | 43.0% | 26.6% |
| Grapevine Elementary (Hopkins) | P-5 | 373 | 43.1% | 26.8% |

| School (District) | Grades | Enrollment | Cumulative % of: Schools / Students | |
|-----------------------------------------------|--------|------------|----------------------------------------|-------|
| Shearer Elementary (Clark) | P-5 | 373 | 43.3% | 26.9% |
| Cochran Elementary (Jefferson) | P-5 | 374 | 43.4% | 27.0% |
| Meadow Lands Elementary (Daviess) | P-5 | 374 | 43.5% | 27.1% |
| Field Elementary (Jefferson) | P-5 | 375 | 43.7% | 27.2% |
| Whitesville Elementary (Daviess) | P-5 | 375 | 43.8% | 27.4% |
| Cane Run Elementary (Jefferson) | P-5 | 376 | 43.9% | 27.5% |
| Colony Elementary (Laurel) | P-5 | 378 | 44.1% | 27.6% |
| Northside Elementary (Harrison) | P-5 | 379 | 44.2% | 27.7% |
| Bush Elementary (Laurel) | P-5 | 380 | 44.3% | 27.9% |
| Pride Avenue Elementary (Hopkins) | P-5 | 380 | 44.5% | 28.0% |
| Boone Elementary (Knox) | P-8 | 381 | 44.6% | 28.1% |
| Slaughter Elementary (Jefferson) | P-5 | 381 | 44.7% | 28.2% |
| <i>Glenn O Swing Elementary (Covington)</i> | P-5 | 382 | 44.9% | 28.3% |
| Rangeland Elementary (Jefferson) | P-5 | 382 | 45.0% | 28.5% |
| Shopville Elementary (Pulaski) | P-5 | 382 | 45.1% | 28.6% |
| Eastside Elementary (Harrison) | P-5 | 383 | 45.3% | 28.7% |
| Shannon Johnson Elementary (Madison) | P-5 | 383 | 45.4% | 28.8% |
| West Broadway Elementary (Hopkins) | P-5 | 384 | 45.5% | 29.0% |
| Ekron Elementary (Meade) | P-6 | 385 | 45.7% | 29.1% |
| Stamping Ground Elementary (Scott) | P-5 | 385 | 45.8% | 29.2% |
| Phelps Elementary (Pike) | P-6 | 387 | 45.9% | 29.3% |
| Warfield Elementary (Martin) | P-5 | 387 | 46.1% | 29.5% |
| Bloomfield Elementary (Nelson) | P-5 | 388 | 46.2% | 29.6% |
| Dixie Elementary (Jefferson) | P-5 | 388 | 46.3% | 29.7% |
| J M Stumbo Elementary (Floyd) | P-8 | 388 | 46.5% | 29.8% |
| Memorial Elementary (Hart) | P-8 | 388 | 46.6% | 30.0% |
| <i>W R McNeill Elementary (Bowling Green)</i> | P-5 | 388 | 46.7% | 30.1% |
| Rodburn Elementary (Rowan) | P-5 | 389 | 46.9% | 30.2% |
| Wellington Elementary (Jefferson) | P-5 | 389 | 47.0% | 30.3% |
| May Valley Elementary (Floyd) | P-5 | 390 | 47.1% | 30.5% |
| Earlington Elementary (Hopkins) | P-5 | 391 | 47.3% | 30.6% |
| Ponderosa Elementary (Boyd) | P-5 | 393 | 47.4% | 30.7% |
| Clay Elementary (Webster) | P-8 | 395 | 47.5% | 30.8% |
| Camp Taylor Elementary (Jefferson) | P-5 | 396 | 47.7% | 31.0% |
| Medora Elementary (Jefferson) | P-5 | 396 | 47.8% | 31.1% |
| Meadowthorpe Elementary (Fayette) | P-5 | 397 | 47.9% | 31.2% |
| New Castle Elementary (Henry) | P-5 | 398 | 48.1% | 31.3% |
| Eastern Elementary (Barren) | P-6 | 399 | 48.2% | 31.5% |
| Manchester Elementary (Clay) | P-6 | 401 | 48.3% | 31.6% |
| Burning Springs Elementary (Clay) | P-6 | 402 | 48.5% | 31.7% |
| Country Heights Elementary (Daviess) | P-5 | 402 | 48.6% | 31.9% |
| <i>Longfellow Elementary (Mayfield)</i> | 1-3 | 402 | 48.7% | 32.0% |
| Reidland Elementary (McCracken) | P-5 | 402 | 48.9% | 32.1% |
| Jamestown Elementary (Russell) | P-6 | 403 | 49.0% | 32.2% |
| <i>Harlan Elementary (Harlan)</i> | P-4 | 405 | 49.1% | 32.4% |
| <i>Paintsville Elementary (Paintsville)</i> | P-6 | 405 | 49.3% | 32.5% |
| Sturgis Elementary (Union) | P-5 | 405 | 49.4% | 32.6% |
| <i>Fourth Street Elementary (Newport)</i> | P-5 | 406 | 49.5% | 32.8% |
| Whitley City Elementary (McCreary) | P-5 | 406 | 49.7% | 32.9% |
| Yates Elementary (Fayette) | P-5 | 406 | 49.8% | 33.0% |

| School (District) | Grades | Enrollment | Cumulative % of: Schools / Students | |
|------------------------------------------------|--------|------------|----------------------------------------|-------|
| Washington County Elementary (Washington) | P-5 | 407 | 49.9% | 33.2% |
| Kerrick Elementary (Jefferson) | P-5 | 408 | 50.1% | 33.3% |
| Porter Elementary (Johnson) | P-6 | 408 | 50.2% | 33.4% |
| Hughes Kirk Elementary (Muhlenberg) | P-5 | 409 | 50.3% | 33.5% |
| Rineyville Elementary (Hardin) | P-5 | 409 | 50.5% | 33.7% |
| Blake Elementary (Jefferson) | P-5 | 411 | 50.6% | 33.8% |
| Caneyville Elementary (Grayson) | P-5 | 412 | 50.7% | 33.9% |
| King Elementary (Jefferson) | P-5 | 412 | 50.9% | 34.1% |
| Northside Elementary (Woodford) | P-6 | 412 | 51.0% | 34.2% |
| South Edmonson Elementary (Edmonson) | P-4 | 412 | 51.1% | 34.3% |
| Carr Creek Elementary (Knott) | P-8 | 413 | 51.3% | 34.5% |
| Oran P Lawler Elementary (Grayson) | P-5 | 413 | 51.4% | 34.6% |
| Yellow Creek School Center (Bell) | P-8 | 414 | 51.5% | 34.7% |
| Alexandria Elementary (Campbell) | P-5 | 415 | 51.7% | 34.9% |
| <i>McNabb Elementary (Paducah)</i> | P-5 | 416 | 51.8% | 35.0% |
| The New Haven School (Nelson) | P-8 | 416 | 51.9% | 35.1% |
| Deep Springs Elementary (Fayette) | P-5 | 417 | 52.1% | 35.3% |
| <i>Monticello Elementary (Monticello)</i> | P-5 | 417 | 52.2% | 35.4% |
| Central Elementary (Clark) | P-5 | 418 | 52.3% | 35.5% |
| Evarts Elementary (Harlan) | P-8 | 421 | 52.5% | 35.7% |
| Lyon County Elementary (Lyon) | P-5 | 421 | 52.6% | 35.8% |
| Concord Elementary (McCracken) | P-5 | 422 | 52.7% | 35.9% |
| Garrison Elementary (Lewis) | P-6 | 422 | 52.9% | 36.1% |
| <i>Potter Gray Elementary (Bowling Green)</i> | P-5 | 422 | 53.0% | 36.2% |
| Central City Elementary (Muhlenberg) | P-5 | 423 | 53.1% | 36.3% |
| Dennis C Wooton Elementary (Perry) | P-6 | 423 | 53.3% | 36.5% |
| Shelby Elementary (Jefferson) | P-5 | 423 | 53.4% | 36.6% |
| Caldwell County Primary (Caldwell) | P-3 | 426 | 53.5% | 36.8% |
| David T. Wilson Elementary (Meade) | P-6 | 426 | 53.7% | 36.9% |
| Hindman Elementary (Knott) | P-8 | 427 | 53.8% | 37.0% |
| Mason Corinth Elementary (Grant) | P-5 | 427 | 53.9% | 37.2% |
| Chandlers Elementary (Logan) | P-8 | 428 | 54.1% | 37.3% |
| Eisenhower Elementary (Jefferson) | P-5 | 429 | 54.2% | 37.4% |
| Robert W Combs Elementary (Perry) | P-8 | 429 | 54.3% | 37.6% |
| Mill Creek Elementary (Jefferson) | P-5 | 430 | 54.5% | 37.7% |
| Morehead Elementary (Rowan) | P-5 | 430 | 54.6% | 37.9% |
| North Warren Elementary (Warren) | P-6 | 430 | 54.7% | 38.0% |
| Emma B Ward Elementary (Anderson) | 1-5 | 431 | 54.9% | 38.1% |
| Black Mountain Elementary (Harlan) | P-8 | 432 | 55.0% | 38.3% |
| Minors Lane Elementary (Jefferson) | P-5 | 432 | 55.1% | 38.4% |
| Cox's Creek Elementary (Nelson) | P-5 | 433 | 55.3% | 38.6% |
| Lancaster Elementary (Garrard) | P-5 | 434 | 55.4% | 38.7% |
| <i>Anchorage Public Elementary (Anchorage)</i> | P-8 | 435 | 55.5% | 38.8% |
| <i>Mary A Goetz Elementary (Ludlow)</i> | P-5 | 435 | 55.7% | 39.0% |
| Westridge Elementary (Franklin) | P-5 | 435 | 55.8% | 39.1% |
| Hall Elementary (Harlan) | P-8 | 436 | 55.9% | 39.2% |
| Owen County Primary Elementary (Owen) | P-3 | 436 | 56.1% | 39.4% |
| Sorgho Elementary (Daviss) | P-5 | 436 | 56.2% | 39.5% |
| Tyner Elementary (Jackson) | P-5 | 436 | 56.3% | 39.7% |
| Wallins Elementary (Harlan) | P-8 | 436 | 56.5% | 39.8% |

| School (District) | Grades | Enroll- ment | Cumulative % of: Schools / Students | |
|-----------------------------------------------|---------------|-------------------------|------------------------------------------------|-------|
| Graves County Central Elementary (Graves) | P-6 | 437 | 56.6% | 39.9% |
| Whitley County North Elementary (Whitley) | P-6 | 438 | 56.7% | 40.1% |
| East Heights Elementary (Henderson) | P-5 | 439 | 56.9% | 40.2% |
| <i>Latonia Elementary (Covington)</i> | P-5 | 439 | 57.0% | 40.4% |
| Layne Elementary (Jefferson) | P-5 | 439 | 57.1% | 40.5% |
| Belmont Elementary (Christian) | P-5 | 441 | 57.3% | 40.7% |
| <i>Oakview Elementary (Ashland)</i> | P-6 | 441 | 57.4% | 40.8% |
| Richardsville Elementary (Warren) | P-6 | 441 | 57.5% | 40.9% |
| Tamarack Elementary (Davies) | P-5 | 441 | 57.7% | 41.1% |
| Bedford Elementary (Trimble) | P-5 | 442 | 57.8% | 41.2% |
| Heritage Elementary (Carter) | P-5 | 442 | 57.9% | 41.4% |
| Linlee Elementary (Fayette) | P-5 | 442 | 58.1% | 41.5% |
| Wingo Elementary (Graves) | P-6 | 442 | 58.2% | 41.6% |
| Engelhard Elementary (Jefferson) | P-5 | 444 | 58.3% | 41.8% |
| <i>Grandview Elementary (Bellevue)</i> | P-6 | 445 | 58.5% | 41.9% |
| Central Elementary (Marshall) | P-5 | 447 | 58.6% | 42.1% |
| <i>Evan Harlow Elementary (Harrodsburg)</i> | P-5 | 448 | 58.7% | 42.2% |
| West Whitesburg Elementary (Letcher) | P-5 | 448 | 58.9% | 42.4% |
| Wilkerson Traditional Elementary (Jefferson) | P-5 | 448 | 59.0% | 42.5% |
| Bloom Elementary (Jefferson) | P-5 | 449 | 59.1% | 42.6% |
| Greensburg Elementary (Green) | P-5 | 449 | 59.3% | 42.8% |
| Owsley County Elementary (Owsley) | P-6 | 449 | 59.4% | 42.9% |
| Hampton Elementary (Knox) | P-8 | 450 | 59.5% | 43.1% |
| Heath Elementary (McCracken) | P-5 | 450 | 59.7% | 43.2% |
| Hickman County Elementary (Hickman) | P-6 | 450 | 59.8% | 43.4% |
| <i>Williamstown Elementary (Williamstown)</i> | P-5 | 450 | 59.9% | 43.5% |
| Millard Elementary (Pike) | P-3 | 451 | 60.1% | 43.7% |
| Walker Elementary (Wayne) | P-3 | 451 | 60.2% | 43.8% |
| South Heights Elementary (Henderson) | P-5 | 453 | 60.3% | 43.9% |
| Cold Hill Elementary (Laurel) | P-5 | 454 | 60.5% | 44.1% |
| Morganfield Elementary (Union) | P-5 | 454 | 60.6% | 44.2% |
| Southern Elementary (Scott) | P-5 | 454 | 60.7% | 44.4% |
| Taylor Elementary (Bracken) | P-4 | 454 | 60.9% | 44.5% |
| Simmons Elementary (Woodford) | P-6 | 455 | 61.0% | 44.7% |
| Price Elementary (Jefferson) | P-5 | 457 | 61.1% | 44.8% |
| Wilt Elementary (Jefferson) | P-5 | 457 | 61.3% | 45.0% |
| Alvaton Elementary (Warren) | P-6 | 459 | 61.4% | 45.1% |
| Liberty Elementary (Oldham) | P-5 | 459 | 61.5% | 45.3% |
| Longest Elementary (Muhlenberg) | P-5 | 459 | 61.7% | 45.4% |
| Elkhorn Elementary (Franklin) | P-5 | 461 | 61.8% | 45.6% |
| Indian Hills Elementary (Christian) | P-5 | 461 | 61.9% | 45.7% |
| Hodgenville Elementary (LaRue) | P-4 | 462 | 62.1% | 45.9% |
| Jesse D Lay Elementary (Knox) | P-8 | 462 | 62.2% | 46.0% |
| Spottsville Elementary (Henderson) | P-5 | 462 | 62.3% | 46.2% |
| Coral Ridge Elementary (Jefferson) | P-5 | 463 | 62.5% | 46.3% |
| Okolona Elementary (Jefferson) | P-5 | 464 | 62.6% | 46.5% |
| Luhr Elementary (Jefferson) | P-5 | 465 | 62.7% | 46.6% |
| Foster Heights Elementary (Nelson) | P-3 | 466 | 62.8% | 46.8% |
| Sublimity Elementary (Laurel) | P-5 | 466 | 63.0% | 46.9% |
| Byck Elementary (Jefferson) | P-5 | 467 | 63.1% | 47.0% |

| School (District) | Grades | Enrollment | Cumulative % of: Schools / Students | |
|----------------------------------------------------|--------|------------|----------------------------------------|-------|
| Atkinson Elementary (Jefferson) | P-5 | 468 | 63.2% | 47.2% |
| Brandeis Elementary (Jefferson) | P-5 | 468 | 63.4% | 47.4% |
| Whitley County Central Primary (Whitley) | P-3 | 468 | 63.5% | 47.5% |
| <i>Science Hill Elementary (Science Hill)</i> | P-8 | 469 | 63.6% | 47.7% |
| Southside Elementary (Hopkins) | P-5 | 469 | 63.8% | 47.8% |
| <i>South Elementary (Corbin)</i> | P-5 | 470 | 63.9% | 48.0% |
| James Lane Allen Elementary (Fayette) | P-5 | 471 | 64.0% | 48.1% |
| <i>Campbellsville Elementary (Campbellsville)</i> | P-4 | 473 | 64.2% | 48.3% |
| <i>R E Stevenson Elementary (Russellville)</i> | P-4 | 473 | 64.3% | 48.4% |
| Sanders Elementary (Jefferson) | P-5 | 473 | 64.4% | 48.6% |
| Collins Lane Elementary (Franklin) | P-5 | 474 | 64.6% | 48.7% |
| Highland Elementary (Johnson) | P-6 | 474 | 64.7% | 48.9% |
| Oak Hill Elementary (Pulaski) | P-5 | 475 | 64.8% | 49.0% |
| Allen Elementary (Floyd) | P-8 | 476 | 65.0% | 49.2% |
| Tates Creek Elementary (Fayette) | P-5 | 476 | 65.1% | 49.3% |
| Camp Dick Robinson Elementary (Garrard) | P-5 | 477 | 65.2% | 49.5% |
| Eastern Elementary (Scott) | P-5 | 477 | 65.4% | 49.6% |
| Whitney Young Elementary (Jefferson) | P-5 | 477 | 65.5% | 49.8% |
| Mullins Elementary (Pike) | P-8 | 478 | 65.6% | 49.9% |
| North Todd Elementary (Todd) | P-5 | 479 | 65.8% | 50.1% |
| North Washington Elementary (Washington) | P-8 | 480 | 65.9% | 50.2% |
| Jesse Stuart Elementary (Hopkins) | P-5 | 481 | 66.0% | 50.4% |
| Kingston Elementary (Madison) | P-5 | 481 | 66.2% | 50.6% |
| Overdale Elementary (Bullitt) | P-5 | 482 | 66.3% | 50.7% |
| Franklin Elementary (Simpson) | P-3 | 483 | 66.4% | 50.9% |
| Wright Elementary (Shelby) | P-5 | 483 | 66.6% | 51.0% |
| Gallatin County Elementary (Gallatin) | P-3 | 484 | 66.7% | 51.2% |
| Morningside Elementary (Christian) | P-5 | 485 | 66.8% | 51.3% |
| Waco Elementary (Madison) | P-5 | 485 | 67.0% | 51.5% |
| Beaver Dam Elementary (Ohio) | P-6 | 486 | 67.1% | 51.6% |
| Lewis County Central Elementary (Lewis) | P-5 | 487 | 67.2% | 51.8% |
| Page School Center (Bell) | P-8 | 487 | 67.4% | 51.9% |
| White's Tower Elementary (Kenton) | P-5 | 487 | 67.5% | 52.1% |
| Indian Trail Elementary (Jefferson) | P-5 | 490 | 67.6% | 52.3% |
| Millcreek Elementary (Fayette) | P-5 | 490 | 67.8% | 52.4% |
| Stonestreet Elementary (Jefferson) | P-5 | 490 | 67.9% | 52.6% |
| Audubon Elementary (Daviess) | P-5 | 491 | 68.0% | 52.7% |
| Pleasant Grove Elementary (Bullitt) | P-5 | 491 | 68.2% | 52.9% |
| Auburndale Elementary (Jefferson) | P-5 | 493 | 68.3% | 53.1% |
| Estill Springs Elementary (Estill) | P-5 | 493 | 68.4% | 53.2% |
| Fairdale Elementary (Jefferson) | P-5 | 493 | 68.6% | 53.4% |
| <i>Helmwood Heights Elementary (Elizabethtown)</i> | P-5 | 493 | 68.7% | 53.5% |
| Cumberland County Elementary (Cumberland) | P-5 | 494 | 68.8% | 53.7% |
| Salyersville Elementary (Magoffin) | P-6 | 495 | 69.0% | 53.8% |
| <i>South Green Elementary (Glasgow)</i> | P-5 | 495 | 69.1% | 54.0% |
| Hattie C Warner Elementary (Jessamine) | 1-5 | 498 | 69.2% | 54.2% |
| Robert B. Turner Elementary (Anderson) | 1-5 | 498 | 69.4% | 54.3% |
| Highland Elementary (Daviess) | P-5 | 500 | 69.5% | 54.5% |
| <i>Bardstown Elementary (Bardstown)</i> | P-5 | 501 | 69.6% | 54.6% |
| Hustonville Elementary (Lincoln) | P-6 | 502 | 69.8% | 54.8% |

| School (District) | Grades | Enrollment | Cumulative % of: Schools / Students | |
|---------------------------------------------------|--------|------------|----------------------------------------|-------|
| South Todd Elementary (Todd) | P-5 | 503 | 69.9% | 55.0% |
| <i>East Bernstadt Elementary (East Bernstadt)</i> | P-8 | 504 | 70.0% | 55.1% |
| Hite Elementary (Jefferson) | P-5 | 504 | 70.2% | 55.3% |
| Vine Grove Elementary (Hardin) | P-5 | 504 | 70.3% | 55.5% |
| Laukhuf Elementary (Jefferson) | P-5 | 505 | 70.4% | 55.6% |
| Burnside Elementary (Pulaski) | P-5 | 507 | 70.6% | 55.8% |
| Prestonsburg Elementary (Floyd) | P-5 | 507 | 70.7% | 55.9% |
| East View Elementary (Daviness) | P-5 | 508 | 70.8% | 56.1% |
| Hearn Elementary (Franklin) | P-5 | 510 | 71.0% | 56.3% |
| Tompkinsville Elementary (Monroe) | P-5 | 510 | 71.1% | 56.4% |
| Cardinal Valley Elementary (Fayette) | P-5 | 511 | 71.2% | 56.6% |
| Hardinsburg Elementary (Breckinridge) | P-5 | 511 | 71.4% | 56.8% |
| L B J Elementary (Breathitt) | P-6 | 511 | 71.5% | 56.9% |
| A B Combs Elementary (Perry) | P-8 | 512 | 71.6% | 57.1% |
| Zachary Taylor Elementary (Jefferson) | P-5 | 515 | 71.8% | 57.3% |
| Cassidy Elementary (Fayette) | P-5 | 516 | 71.9% | 57.4% |
| Saffell Street Elementary (Anderson) | 1-5 | 516 | 72.0% | 57.6% |
| Blue Lick Elementary (Jefferson) | P-5 | 521 | 72.2% | 57.7% |
| Holiday Elementary (Christian) | P-5 | 522 | 72.3% | 57.9% |
| Pembroke Elementary (Christian) | P-5 | 522 | 72.4% | 58.1% |
| Rosenwald Dunbar Elementary (Jessamine) | 1-5 | 522 | 72.6% | 58.3% |
| West Irvine Elementary (Estill) | P-5 | 522 | 72.7% | 58.4% |
| <i>Central Primary (Corbin)</i> | P-3 | 523 | 72.8% | 58.6% |
| Northern Elementary (Fayette) | P-5 | 523 | 73.0% | 58.8% |
| Rutherford Elementary (Jefferson) | P-5 | 524 | 73.1% | 58.9% |
| H W Wilkey Elementary (Grayson) | P-5 | 525 | 73.2% | 59.1% |
| West Hopkins Accelerated Elementary (Hopkins) | P-8 | 525 | 73.4% | 59.3% |
| <i>A D Owens Elementary (Newport)</i> | P-5 | 526 | 73.5% | 59.4% |
| Garth Elementary (Scott) | P-5 | 526 | 73.6% | 59.6% |
| <i>Second Street Elementary (Frankfort)</i> | P-8 | 527 | 73.8% | 59.8% |
| Heritage Elementary (Shelby) | P-5 | 529 | 73.9% | 59.9% |
| Semple Elementary (Jefferson) | P-5 | 529 | 74.0% | 60.1% |
| White Hall Elementary (Madison) | P-5 | 529 | 74.2% | 60.3% |
| Julia R Ewan Elementary (Fayette) | P-5 | 530 | 74.3% | 60.4% |
| <i>Middlesboro Primary (Middlesboro)</i> | P-3 | 530 | 74.4% | 60.6% |
| Rockfield Elementary (Warren) | P-6 | 530 | 74.6% | 60.8% |
| Gutermuth Elementary (Jefferson) | P-5 | 531 | 74.7% | 61.0% |
| Maxwell Spanish Immersion Elementary (Fayette) | P-5 | 531 | 74.8% | 61.1% |
| Summit Elementary (Boyd) | P-5 | 532 | 75.0% | 61.3% |
| Benton Elementary (Marshall) | P-5 | 534 | 75.1% | 61.5% |
| Bristow Elementary (Warren) | P-6 | 534 | 75.2% | 61.6% |
| Hillard Collins Elementary (Boone) | P-5 | 535 | 75.4% | 61.8% |
| Burns Elementary (Daviness) | P-5 | 536 | 75.5% | 62.0% |
| Greenwood Elementary (Jefferson) | P-5 | 536 | 75.6% | 62.2% |
| Lakewood Elementary (Hardin) | P-5 | 536 | 75.8% | 62.3% |
| Maryville Elementary (Bullitt) | P-5 | 536 | 75.9% | 62.5% |
| Watson Lane Elementary (Jefferson) | P-5 | 536 | 76.0% | 62.7% |
| Brookside Elementary (Jessamine) | 1-5 | 537 | 76.2% | 62.8% |
| Hanson Elementary (Hopkins) | P-5 | 537 | 76.3% | 63.0% |
| John F Kennedy Montessori Elementary (Jefferson) | P-5 | 538 | 76.4% | 63.2% |

| School (District) | Grades | Enrollment | Cumulative % of: Schools / Students | |
|-----------------------------------------------|--------|------------|----------------------------------------|-------|
| Peaks Mill Elementary (Franklin) | P-5 | 538 | 76.6% | 63.4% |
| Clay City Elementary (Powell) | P-5 | 540 | 76.7% | 63.5% |
| John W. Reiley Elementary (Campbell) | P-5 | 540 | 76.8% | 63.7% |
| <i>Beechwood Elementary (Beechwood)</i> | P-6 | 541 | 77.0% | 63.9% |
| Kirksville Elementary (Madison) | P-5 | 541 | 77.1% | 64.1% |
| Owingsville Elementary (Bath) | P-4 | 541 | 77.2% | 64.2% |
| Middletown Elementary (Jefferson) | P-5 | 543 | 77.4% | 64.4% |
| <i>Berea Community Elementary (Berea)</i> | P-5 | 544 | 77.5% | 64.6% |
| Hartstern Elementary (Jefferson) | P-5 | 544 | 77.6% | 64.8% |
| Dixie Elementary Magnet (Fayette) | P-5 | 545 | 77.8% | 64.9% |
| Greenville Elementary (Muhlenberg) | P-5 | 545 | 77.9% | 65.1% |
| Deer Park Elementary (Daviness) | P-5 | 546 | 78.0% | 65.3% |
| Munfordville Elementary (Hart) | P-8 | 546 | 78.2% | 65.5% |
| Donald E. Cline Elementary (Campbell) | P-5 | 548 | 78.3% | 65.6% |
| West Marion Elementary (Marion) | P-5 | 548 | 78.4% | 65.8% |
| Clear Creek Elementary (Shelby) | P-5 | 551 | 78.6% | 66.0% |
| McKell Elementary (Greenup) | P-5 | 553 | 78.7% | 66.2% |
| <i>Morningside Elementary (Elizabethtown)</i> | P-5 | 555 | 78.8% | 66.3% |
| Old Mill Elementary (Bullitt) | P-5 | 556 | 79.0% | 66.5% |
| Huntertown Elementary (Woodford) | P-6 | 558 | 79.1% | 66.7% |
| Southside Elementary (Pike) | P-5 | 558 | 79.2% | 66.9% |
| Bell Elementary (Wayne) | 1-4 | 559 | 79.4% | 67.1% |
| Saint Matthews Elementary (Jefferson) | P-5 | 559 | 79.5% | 67.2% |
| Simpsonville Elementary (Shelby) | P-5 | 559 | 79.6% | 67.4% |
| Western Elementary (Scott) | P-5 | 560 | 79.8% | 67.6% |
| William Natcher Elementary (Warren) | P-6 | 560 | 79.9% | 67.8% |
| Cumberland Trace Elementary (Warren) | P-6 | 561 | 80.0% | 68.0% |
| Squires Elementary (Fayette) | P-5 | 561 | 80.2% | 68.1% |
| Woodland Elementary (Hardin) | P-5 | 562 | 80.3% | 68.3% |
| Beechgrove Elementary (Kenton) | P-5 | 563 | 80.4% | 68.5% |
| Girdler Elementary (Knox) | P-8 | 566 | 80.6% | 68.7% |
| Silver Creek Elementary (Madison) | P-5 | 566 | 80.7% | 68.9% |
| Roby Elementary (Bullitt) | P-5 | 567 | 80.8% | 69.0% |
| Taylor Mill Elementary (Kenton) | P-5 | 567 | 81.0% | 69.2% |
| Smyrna Traditional Elementary (Jefferson) | P-5 | 569 | 81.1% | 69.4% |
| Pine Knot Elementary (McCreary) | P-5 | 571 | 81.2% | 69.6% |
| Briarwood Elementary (Warren) | P-6 | 572 | 81.4% | 69.8% |
| Foster Traditional Academy (Jefferson) | P-5 | 573 | 81.5% | 70.0% |
| Kenwood Elementary (Jefferson) | P-5 | 573 | 81.6% | 70.1% |
| Kathryn Winn Elementary (Carroll) | P-3 | 576 | 81.8% | 70.3% |
| Chenoweth Elementary (Jefferson) | P-5 | 577 | 81.9% | 70.5% |
| Northern Elementary (Pendleton) | P-5 | 577 | 82.0% | 70.7% |
| Madeline M Breckinridge Elementary (Fayette) | P-5 | 579 | 82.2% | 70.9% |
| Edmonton Elementary (Metcalfe) | P-6 | 580 | 82.3% | 71.1% |
| Bates Elementary (Jefferson) | P-5 | 581 | 82.4% | 71.3% |
| <i>Hopkins Elementary (Somerset)</i> | P-4 | 582 | 82.6% | 71.4% |
| West Knox County Elementary (Knox) | P-5 | 582 | 82.7% | 71.6% |
| Wilder Elementary (Jefferson) | P-5 | 582 | 82.8% | 71.8% |
| Nicholasville Elementary (Jessamine) | 1-5 | 583 | 83.0% | 72.0% |
| Meadow View Elementary (Hardin) | P-5 | 584 | 83.1% | 72.2% |

| School (District) | Grades | Enrollment | Cumulative % of: Schools / Students | |
|-------------------------------------------------------|--------|------------|----------------------------------------|-------|
| Farley Elementary (McCracken) | P-5 | 585 | 83.2% | 72.4% |
| <i>Murray Elementary (Murray)</i> | P-3 | 586 | 83.4% | 72.6% |
| Centerfield Elementary (Oldham) | P-5 | 587 | 83.5% | 72.7% |
| Southside Elementary (Woodford) | P-6 | 587 | 83.6% | 72.9% |
| Watterson Elementary (Jefferson) | P-5 | 587 | 83.8% | 73.1% |
| Carter Traditional Elementary (Jefferson) | P-5 | 589 | 83.9% | 73.3% |
| New Highland Elementary (Hardin) | P-5 | 589 | 84.0% | 73.5% |
| Colonel William Casey Elementary (Adair) | P-3 | 590 | 84.2% | 73.7% |
| Crittenden County Elementary (Crittenden) | P-5 | 590 | 84.3% | 73.9% |
| <i>Clark Elementary (Paducah)</i> | P-5 | 591 | 84.4% | 74.1% |
| Lewisburg Elementary (Logan) | P-8 | 591 | 84.6% | 74.3% |
| Picadome Elementary (Fayette) | P-5 | 593 | 84.7% | 74.5% |
| Daniel Boone Elementary (Madison) | P-5 | 595 | 84.8% | 74.6% |
| Freedom Elementary (Bullitt) | P-5 | 596 | 85.0% | 74.8% |
| North Elementary (Calloway) | P-5 | 596 | 85.1% | 75.0% |
| Goldsmith Lane Elementary (Jefferson) | P-5 | 597 | 85.2% | 75.2% |
| Millbrooke Elementary (Christian) | P-5 | 597 | 85.4% | 75.4% |
| Schaffner Traditional Elementary (Jefferson) | P-5 | 597 | 85.5% | 75.6% |
| Bell Central School Center (Bell) | P-8 | 598 | 85.6% | 75.8% |
| Clays Mill Elementary (Fayette) | P-5 | 599 | 85.8% | 76.0% |
| Parkway Elementary (Hardin) | P-5 | 602 | 85.9% | 76.2% |
| <i>Lincoln Elementary (Dayton)</i> | P-6 | 603 | 86.0% | 76.4% |
| Clarkson Elementary (Grayson) | P-5 | 604 | 86.2% | 76.6% |
| Jacob Elementary (Jefferson) | P-5 | 604 | 86.3% | 76.8% |
| Maupin Elementary (Jefferson) | P-5 | 604 | 86.4% | 77.0% |
| Klondike Lane Elementary (Jefferson) | P-5 | 605 | 86.6% | 77.1% |
| Shacklette Elementary (Jefferson) | P-5 | 607 | 86.7% | 77.3% |
| Strode Station Elementary (Clark) | P-5 | 609 | 86.8% | 77.5% |
| Bourbon Central Elementary (Bourbon) | P-5 | 610 | 87.0% | 77.7% |
| Dunn Elementary (Jefferson) | P-5 | 611 | 87.1% | 77.9% |
| Florence Elementary (Boone) | P-5 | 611 | 87.2% | 78.1% |
| Greathouse Shryock Traditional Elementary (Jefferson) | P-5 | 611 | 87.4% | 78.3% |
| Julius Marks Elementary (Fayette) | P-5 | 611 | 87.5% | 78.5% |
| Audubon Traditional Elementary (Jefferson) | P-5 | 612 | 87.6% | 78.7% |
| Elkhorn City Elementary (Pike) | P-8 | 613 | 87.7% | 78.9% |
| Wilmore Elementary (Jessamine) | 1-5 | 614 | 87.9% | 79.1% |
| Anne Mason Elementary (Scott) | P-5 | 616 | 88.0% | 79.3% |
| James R Allen Elementary (Meade) | P-3 | 616 | 88.1% | 79.5% |
| Lowe Elementary (Jefferson) | P-5 | 617 | 88.3% | 79.7% |
| Coleridge Taylor Elementary (Jefferson) | P-5 | 618 | 88.4% | 79.9% |
| Painted Stone Elementary (Shelby) | P-5 | 620 | 88.5% | 80.1% |
| McFerran Elementary (Jefferson) | P-5 | 621 | 88.7% | 80.3% |
| <i>Bardstown Primary (Bardstown)</i> | P-3 | 623 | 88.8% | 80.5% |
| R C Hinsdale Elementary (Kenton) | P-5 | 627 | 88.9% | 80.7% |
| Woodlawn Elementary (Boyle) | P-5 | 627 | 89.1% | 80.9% |
| Garden Springs Elementary (Fayette) | P-5 | 632 | 89.2% | 81.1% |
| Cedar Grove Elementary (Bullitt) | P-5 | 634 | 89.3% | 81.3% |
| Hunter Hills Elementary (Laurel) | P-5 | 636 | 89.5% | 81.5% |
| Ballard County Elementary (Ballard) | P-5 | 638 | 89.6% | 81.7% |
| Summit View Elementary (Kenton) | P-5 | 638 | 89.7% | 81.9% |

| School (District) | Grades | Enrollment | Cumulative % of: Schools / Students | |
|-------------------------------------------------|--------|------------|----------------------------------------|-------|
| Mount Vernon Elementary (Rockcastle) | P-5 | 639 | 89.9% | 82.1% |
| Russell Springs Elementary (Russell) | P-6 | 639 | 90.0% | 82.3% |
| Trunnell Elementary (Jefferson) | P-5 | 640 | 90.1% | 82.5% |
| Camargo Elementary (Montgomery) | P-5 | 642 | 90.3% | 82.7% |
| Southern Elementary (Pulaski) | P-5 | 642 | 90.4% | 82.9% |
| <i>Walton-Verona Elementary (Walton-Verona)</i> | P-6 | 646 | 90.5% | 83.2% |
| Flaherty Elementary (Meade) | P-6 | 647 | 90.7% | 83.4% |
| Olive Hill Elementary (Carter) | P-5 | 651 | 90.8% | 83.6% |
| Warren County Elementary (Warren) | P-6 | 651 | 90.9% | 83.8% |
| Glendover Elementary (Fayette) | P-5 | 653 | 91.1% | 84.0% |
| Red Cross Elementary (Barren) | P-6 | 654 | 91.2% | 84.2% |
| Lost River Elementary (Warren) | P-6 | 660 | 91.3% | 84.4% |
| Lincoln Trail Elementary (Hardin) | P-5 | 662 | 91.5% | 84.6% |
| Dry Ridge Elementary (Grant) | P-5 | 663 | 91.6% | 84.8% |
| <i>Pikeville Elementary (Pikeville)</i> | P-6 | 663 | 91.7% | 85.0% |
| Morgantown Elementary (Butler) | P-5 | 665 | 91.9% | 85.3% |
| Southern Elementary (Pendleton) | P-5 | 665 | 92.0% | 85.5% |
| Albany Elementary (Clinton) | P-4 | 666 | 92.1% | 85.7% |
| Kit Carson Elementary (Madison) | P-5 | 667 | 92.3% | 85.9% |
| Crestwood Elementary (Oldham) | P-5 | 670 | 92.4% | 86.1% |
| Mapleton Elementary (Montgomery) | P-5 | 671 | 92.5% | 86.3% |
| Wheeler Elementary (Jefferson) | P-5 | 671 | 92.7% | 86.5% |
| Oak Grove Elementary (Whitley) | P-6 | 672 | 92.8% | 86.8% |
| Hendron Lone Oak Elementary (McCracken) | P-5 | 673 | 92.9% | 87.0% |
| South Christian Elementary (Christian) | P-5 | 673 | 93.1% | 87.2% |
| LaGrange Elementary (Oldham) | P-5 | 680 | 93.2% | 87.4% |
| Wayland Alexander Elementary (Ohio) | P-6 | 682 | 93.3% | 87.6% |
| Kenton Elementary (Kenton) | P-5 | 684 | 93.5% | 87.9% |
| Auburn Elementary (Logan) | P-8 | 687 | 93.6% | 88.1% |
| Lansdowne Elementary (Fayette) | P-5 | 687 | 93.7% | 88.3% |
| Lone Oak Elementary (McCracken) | P-5 | 688 | 93.9% | 88.5% |
| <i>Russell Primary (Russell)</i> | P-3 | 688 | 94.0% | 88.7% |
| Buckner Elementary (Oldham) | P-5 | 691 | 94.1% | 89.0% |
| Flemingsburg Elementary (Fleming) | P-6 | 692 | 94.3% | 89.2% |
| Prichard Elementary (Carter) | P-5 | 693 | 94.4% | 89.4% |
| Southern Elementary (Fayette) | P-5 | 694 | 94.5% | 89.6% |
| Stonewall Elementary (Fayette) | P-5 | 694 | 94.7% | 89.8% |
| Simpson Elementary (Simpson) | 1-4 | 696 | 94.8% | 90.1% |
| Norton Elementary (Jefferson) | P-5 | 697 | 94.9% | 90.3% |
| Cumberland Elementary (Harlan) | P-8 | 698 | 95.1% | 90.5% |
| Crittenden Mount Zion Elementary (Grant) | P-5 | 699 | 95.2% | 90.7% |
| Stanford Elementary (Lincoln) | P-6 | 699 | 95.3% | 91.0% |
| Pulaski Elementary (Pulaski) | P-5 | 700 | 95.5% | 91.2% |
| North Pointe Elementary (Boone) | P-5 | 708 | 95.6% | 91.4% |
| Chester Goodridge Elementary (Boone) | P-5 | 714 | 95.7% | 91.6% |
| Ockerman Elementary (Boone) | P-5 | 714 | 95.9% | 91.9% |
| Malcolm B Chancey, Jr. Elementary (Jefferson) | P-5 | 715 | 96.0% | 92.1% |
| Mount Sterling Elementary (Montgomery) | P-5 | 718 | 96.1% | 92.3% |
| Veterans Park Elementary (Fayette) | P-5 | 718 | 96.3% | 92.6% |
| Rich Pond Elementary (Warren) | P-6 | 719 | 96.4% | 92.8% |

| School (District) | Grades | Enrollment | Cumulative % of: Schools / Students | |
|-----------------------------------------|--------|------------|----------------------------------------|--------|
| Rosa Parks Elementary (Fayette) | P-5 | 723 | 96.5% | 93.0% |
| Jeffersontown Elementary (Jefferson) | P-5 | 730 | 96.7% | 93.3% |
| London Elementary (Laurel) | P-5 | 730 | 96.8% | 93.5% |
| A M Yealey Elementary (Boone) | P-5 | 736 | 96.9% | 93.7% |
| Mount Washington Elementary (Bullitt) | P-5 | 741 | 97.1% | 94.0% |
| Betsy Layne Elementary (Floyd) | P-8 | 743 | 97.2% | 94.2% |
| Roberta Tully Elementary (Jefferson) | P-5 | 751 | 97.3% | 94.5% |
| Clark Middle (Clark) | P-5 | 752 | 97.5% | 94.7% |
| Bowen Elementary (Jefferson) | P-5 | 758 | 97.6% | 94.9% |
| Trigg County Elementary (Trigg) | P-4 | 766 | 97.7% | 95.2% |
| Louisa Elementary (Lawrence) | P-5 | 767 | 97.9% | 95.4% |
| Burlington Elementary (Boone) | P-5 | 806 | 98.0% | 95.7% |
| Goshen at Hillcrest Elementary (Oldham) | P-4 | 810 | 98.1% | 95.9% |
| River Ridge Elementary (Kenton) | P-5 | 824 | 98.3% | 96.2% |
| Stephens Elementary (Boone) | P-5 | 826 | 98.4% | 96.5% |
| Fern Creek Elementary (Jefferson) | P-5 | 836 | 98.5% | 96.7% |
| Nicholas County Elementary (Nicholas) | P-8 | 841 | 98.7% | 97.0% |
| Mercer County Elementary (Mercer) | P-4 | 853 | 98.8% | 97.3% |
| Camden Station Elementary (Oldham) | P-5 | 864 | 98.9% | 97.6% |
| G C Burkhead Elementary (Hardin) | P-5 | 870 | 99.1% | 97.8% |
| Johns Creek Elementary (Pike) | P-8 | 890 | 99.2% | 98.1% |
| Charles Straub Elementary (Mason) | P-3 | 896 | 99.3% | 98.4% |
| Allen County Primary Center (Allen) | P-3 | 905 | 99.5% | 98.7% |
| Spencer County Elementary (Spencer) | P-4 | 924 | 99.6% | 99.0% |
| New Haven Elementary (Boone) | P-5 | 941 | 99.7% | 99.3% |
| Erpenbeck Elementary (Boone) | P-5 | 1,026 | 99.9% | 99.6% |
| Taylor County Elementary (Taylor) | P-5 | 1,131 | 100.0% | 100.0% |

Middle Schools (Lowest grade is grade 4 to grade 7 and highest grade is grade 4 to grade 9)

| | | | | |
|-----------------------------------------------|-----|-----|------|------|
| <i>Frederick Fraize Middle (Cloverport)</i> | 6-8 | 61 | 0.4% | 0.0% |
| Fredericktown Elementary (Washington) | 4-8 | 70 | 0.8% | 0.1% |
| Kennedy Metro Middle (Jefferson) | 4-8 | 84 | 1.3% | 0.2% |
| Brown Middle (Jefferson) | 6-8 | 156 | 1.7% | 0.3% |
| Model Laboratory Middle (Madison) | 6-8 | 168 | 2.1% | 0.4% |
| Fulton County Middle (Fulton) | 6-8 | 188 | 2.5% | 0.5% |
| <i>Dawson Springs Middle (Dawson Springs)</i> | 5-8 | 210 | 2.9% | 0.7% |
| <i>Caverna Middle (Caverna)</i> | 6-8 | 211 | 3.4% | 0.8% |
| <i>Worthington Elementary (Raceland)</i> | 4-6 | 212 | 3.8% | 1.0% |
| Carlisle County Middle (Carlisle) | 6-8 | 215 | 4.2% | 1.1% |
| Washington County Middle (Washington) | 6-8 | 215 | 4.6% | 1.3% |
| <i>Monticello Middle (Monticello)</i> | 6-8 | 220 | 5.0% | 1.4% |
| Turkey Creek Middle (Pike) | 6-8 | 220 | 5.5% | 1.6% |
| Whitesburg Middle (Letcher) | 6-8 | 220 | 5.9% | 1.7% |
| <i>Harrodsburg Middle (Harrodsburg)</i> | 6-8 | 224 | 6.3% | 1.9% |
| Old Kentucky Home Intermediate (Nelson) | 4-5 | 235 | 6.7% | 2.1% |
| <i>Sparks Elementary (Mayfield)</i> | 4-5 | 235 | 7.1% | 2.2% |
| <i>Paris Middle (Paris)</i> | 5-8 | 237 | 7.6% | 2.4% |
| <i>Ludlow Middle (Ludlow)</i> | 6-8 | 241 | 8.0% | 2.6% |
| <i>Berea Community Middle (Berea)</i> | 6-8 | 242 | 8.4% | 2.7% |
| Livingston County Middle (Livingston) | 7-8 | 243 | 8.8% | 2.9% |

| School (District) | Grades | Enrollment | Cumulative % of: Schools / Students | |
|------------------------------------------------|--------|------------|----------------------------------------|-------|
| South Floyd Middle (Floyd) | 7-8 | 243 | 9.2% | 3.1% |
| Warfield Middle (Martin) | 6-8 | 252 | 9.7% | 3.3% |
| Menifee County Middle (Menifee) | 6-8 | 254 | 10.1% | 3.4% |
| <i>Middlesboro Intermediate (Middlesboro)</i> | 4-5 | 257 | 10.5% | 3.6% |
| Gallatin County Upper Elementary (Gallatin) | 4-5 | 271 | 10.9% | 3.8% |
| Lyon County Middle (Lyon) | 6-8 | 271 | 11.3% | 4.0% |
| SCAPA at Bluegrass (Fayette) | 4-8 | 276 | 11.8% | 4.2% |
| Benton Middle (Marshall) | 6-8 | 277 | 12.2% | 4.4% |
| Metcalfe County Middle (Metcalfe) | 7-8 | 281 | 12.6% | 4.6% |
| Cartmell Elementary (Carroll) | 4-5 | 283 | 13.0% | 4.8% |
| Cumberland County Middle (Cumberland) | 6-8 | 285 | 13.4% | 5.0% |
| Edmonson County Middle (Edmonson) | 7-8 | 303 | 13.9% | 5.2% |
| Lee County Middle (Lee) | 6-8 | 307 | 14.3% | 5.4% |
| Saint Charles Middle (Marion) | 6-8 | 309 | 14.7% | 5.7% |
| South Marshall Middle (Marshall) | 6-8 | 309 | 15.1% | 5.9% |
| Leslie County Middle (Leslie) | 7-8 | 315 | 15.5% | 6.1% |
| Virgie Middle (Pike) | 6-8 | 315 | 16.0% | 6.3% |
| <i>Russell-McDowell Intermediate (Russell)</i> | 4-5 | 316 | 16.4% | 6.5% |
| Whitley Central Intermediate (Whitley) | 4-6 | 325 | 16.8% | 6.8% |
| Edmonson Co 5-6 Center (Edmonson) | 5-6 | 326 | 17.2% | 7.0% |
| Ballard County Middle (Ballard) | 6-8 | 327 | 17.6% | 7.2% |
| Allen Central Middle (Floyd) | 6-8 | 332 | 18.1% | 7.5% |
| Adair County Middle (Adair) | 7-8 | 345 | 18.5% | 7.7% |
| Crittenden County Middle (Crittenden) | 6-8 | 346 | 18.9% | 8.0% |
| Pine Knot Middle (McCreary) | 6-8 | 352 | 19.3% | 8.2% |
| Sebastian Middle (Breathitt) | 7-8 | 356 | 19.7% | 8.5% |
| Wolfe County Middle (Wolfe) | 6-8 | 357 | 20.2% | 8.7% |
| <i>Russellville Middle (Russellville)</i> | 5-8 | 360 | 20.6% | 9.0% |
| Gallatin County Middle (Gallatin) | 6-8 | 365 | 21.0% | 9.2% |
| <i>Mayfield Middle (Mayfield)</i> | 6-8 | 370 | 21.4% | 9.5% |
| LaRue County Intermediate (LaRue) | 5-6 | 374 | 21.8% | 9.8% |
| Trimble County Middle (Trimble) | 6-8 | 374 | 22.3% | 10.0% |
| Inez Middle (Martin) | 6-8 | 378 | 22.7% | 10.3% |
| McLean County Middle (McLean) | 6-8 | 378 | 23.1% | 10.6% |
| Green County Middle (Green) | 6-8 | 379 | 23.5% | 10.8% |
| James D Adams Middle (Floyd) | 6-8 | 379 | 23.9% | 11.1% |
| Casey County Middle (Casey) | 7-8 | 382 | 24.4% | 11.4% |
| McKell Middle (Greenup) | 6-8 | 394 | 24.8% | 11.7% |
| Turner Elementary (Wayne) | 5-6 | 395 | 25.2% | 11.9% |
| Bracken County Middle (Bracken) | 5-8 | 398 | 25.6% | 12.2% |
| Earle D Jones Elementary (Mason) | 4-5 | 400 | 26.1% | 12.5% |
| <i>Campbellsville Middle (Campbellsville)</i> | 5-8 | 405 | 26.5% | 12.8% |
| Hancock County Middle (Hancock) | 6-8 | 408 | 26.9% | 13.1% |
| <i>Middlesboro Middle (Middlesboro)</i> | 6-8 | 408 | 27.3% | 13.4% |
| A J Lloyd Middle (Wayne) | 7-8 | 415 | 27.7% | 13.7% |
| Simons Middle (Fleming) | 7-8 | 421 | 28.2% | 14.0% |
| Wurtland Middle (Greenup) | 6-8 | 421 | 28.6% | 14.3% |
| LaRue County Middle (LaRue) | 7-8 | 422 | 29.0% | 14.6% |
| John Adair Intermediate (Adair) | 4-6 | 433 | 29.4% | 14.9% |
| <i>Bate Middle (Danville)</i> | 6-8 | 434 | 29.8% | 15.2% |

| School (District) | Grades | Enrollment | Cumulative % of: Schools / Students | |
|----------------------------------------------------|--------|------------|----------------------------------------|-------|
| Lebanon Middle (Marion) | 6-8 | 435 | 30.3% | 15.5% |
| Bloomfield Middle (Nelson) | 6-8 | 436 | 30.7% | 15.8% |
| Owen County Elementary (Owen) | 4-5 | 443 | 31.1% | 16.1% |
| Herald Whitaker Middle (Magoffin) | 7-8 | 446 | 31.5% | 16.4% |
| Whitley City Middle (McCreary) | 6-8 | 457 | 31.9% | 16.7% |
| Warren East Middle (Warren) | 7-8 | 463 | 32.4% | 17.1% |
| Allen County Intermediate Center (Allen) | 4-5 | 464 | 32.8% | 17.4% |
| Reidland Middle (McCracken) | 6-8 | 465 | 33.2% | 17.7% |
| <i>Bardstown Middle (Bardstown)</i> | 6-8 | 468 | 33.6% | 18.1% |
| Caldwell County Middle (Caldwell) | 6-8 | 471 | 34.0% | 18.4% |
| <i>Meece Middle (Somerset)</i> | 5-8 | 480 | 34.5% | 18.7% |
| <i>Glasgow Middle (Glasgow)</i> | 6-8 | 483 | 34.9% | 19.1% |
| Russell County Middle (Russell) | 7-8 | 483 | 35.3% | 19.4% |
| Heath Middle (McCracken) | 6-8 | 484 | 35.7% | 19.8% |
| Bowling Middle (Owen) | 6-8 | 485 | 36.1% | 20.1% |
| Lewis County Middle (Lewis) | 6-8 | 485 | 36.6% | 20.5% |
| Todd County Middle (Todd) | 6-8 | 487 | 37.0% | 20.8% |
| Carroll County Middle (Carroll) | 6-8 | 489 | 37.4% | 21.1% |
| Clinton County Middle (Clinton) | 5-8 | 496 | 37.8% | 21.5% |
| Butler County Middle (Butler) | 6-8 | 497 | 38.2% | 21.8% |
| Robert Frost Middle (Jefferson) | 6-8 | 497 | 38.7% | 22.2% |
| <i>Russell Middle (Russell)</i> | 6-8 | 498 | 39.1% | 22.6% |
| South Hopkins Middle (Hopkins) | 6-8 | 508 | 39.5% | 22.9% |
| Browning Springs Middle (Hopkins) | 6-8 | 509 | 39.9% | 23.3% |
| James Madison Middle (Hopkins) | 6-8 | 510 | 40.3% | 23.6% |
| Lincoln Elementary (Simpson) | 5-6 | 513 | 40.8% | 24.0% |
| Bend Gate Elementary (Henderson) | 4-5 | 518 | 41.2% | 24.4% |
| Franklin-Simpson Middle (Simpson) | 7-8 | 518 | 41.6% | 24.7% |
| Monroe County Middle (Monroe) | 6-8 | 518 | 42.0% | 25.1% |
| Tates Creek Middle (Fayette) | 6-8 | 518 | 42.4% | 25.5% |
| Caldwell County Elementary (Caldwell) | 4-5 | 525 | 42.9% | 25.8% |
| Henry County Middle (Henry) | 6-8 | 526 | 43.3% | 26.2% |
| Crawford Middle (Fayette) | 6-8 | 533 | 43.7% | 26.6% |
| Union County Middle (Union) | 6-8 | 536 | 44.1% | 27.0% |
| <i>Owensboro 5-6 Elementary Center (Owensboro)</i> | 5-6 | 538 | 44.5% | 27.4% |
| Morgan County Middle (Morgan) | 6-8 | 539 | 45.0% | 27.7% |
| Louisa Middle (Lawrence) | 6-8 | 540 | 45.4% | 28.1% |
| William G Conkwright Middle (Clark) | 6-8 | 540 | 45.8% | 28.5% |
| <i>Talton K Stone Middle (Elizabethtown)</i> | 6-8 | 543 | 46.2% | 28.9% |
| Millard Middle (Pike) | 4-8 | 545 | 46.6% | 29.3% |
| West Carter Middle (Carter) | 6-8 | 548 | 47.1% | 29.7% |
| <i>Corbin Middle (Corbin)</i> | 6-8 | 549 | 47.5% | 30.1% |
| <i>George M Verity Middle (Ashland)</i> | 7-8 | 549 | 47.9% | 30.4% |
| Muhlenberg South Middle (Muhlenberg) | 6-8 | 552 | 48.3% | 30.8% |
| <i>Highlands Middle (Fort Thomas)</i> | 6-8 | 557 | 48.7% | 31.2% |
| Jackson County Middle (Jackson) | 6-8 | 557 | 49.2% | 31.6% |
| Radcliff Middle (Hardin) | 6-8 | 559 | 49.6% | 32.0% |
| <i>Tichenor Middle (Erlanger-Elsmere)</i> | 6-8 | 563 | 50.0% | 32.4% |
| Georgetown Middle (Scott) | 6-8 | 569 | 50.4% | 32.8% |
| Johnson County Middle (Johnson) | 7-8 | 572 | 50.8% | 33.2% |

| School (District) | Grades | Enroll- ment | Cumulative % of: Schools / Students | |
|-----------------------------------------------|---------------|-------------------------|------------------------------------------------|-------|
| <i>Newport Middle (Newport)</i> | 6-8 | 573 | 51.3% | 33.6% |
| Bernheim Middle (Bullitt) | 6-8 | 574 | 51.7% | 34.0% |
| North Drive Middle (Christian) | 6-8 | 582 | 52.1% | 34.5% |
| North Marshall Middle (Marshall) | 6-8 | 584 | 52.5% | 34.9% |
| West Hardin Middle (Hardin) | 6-8 | 593 | 52.9% | 35.3% |
| Henry F Moss Middle (Warren) | 7-8 | 597 | 53.4% | 35.7% |
| Old Kentucky Home Middle (Nelson) | 6-8 | 600 | 53.8% | 36.1% |
| Knight Middle (Jefferson) | 6-8 | 604 | 54.2% | 36.6% |
| Shelby County East Middle (Shelby) | 6-8 | 611 | 54.6% | 37.0% |
| Woodford County Middle (Woodford) | 7-8 | 616 | 55.0% | 37.4% |
| <i>Owensboro Middle (Owensboro)</i> | 6-8 | 618 | 55.5% | 37.9% |
| Lexington Traditional Magnet (Fayette) | 6-8 | 619 | 55.9% | 38.3% |
| <i>Two Rivers Middle (Covington)</i> | 6-7 | 623 | 56.3% | 38.8% |
| Barren County Middle (Barren) | 7-8 | 626 | 56.7% | 39.2% |
| Powell County Middle (Powell) | 6-8 | 626 | 57.1% | 39.6% |
| Bourbon County Middle (Bourbon) | 6-8 | 629 | 57.6% | 40.1% |
| Leestown Middle (Fayette) | 6-8 | 633 | 58.0% | 40.5% |
| Taylor County Middle (Taylor) | 6-8 | 637 | 58.4% | 41.0% |
| Garrard Middle (Garrard) | 6-8 | 638 | 58.8% | 41.4% |
| Breckinridge County Middle (Breckinridge) | 6-8 | 640 | 59.2% | 41.9% |
| Muhlenberg North Middle (Muhlenberg) | 6-8 | 640 | 59.7% | 42.4% |
| Barret Traditional Middle (Jefferson) | 6-8 | 643 | 60.1% | 42.8% |
| Mason County Middle (Mason) | 6-8 | 645 | 60.5% | 43.3% |
| <i>Paducah Middle (Paducah)</i> | 6-8 | 645 | 60.9% | 43.7% |
| Winburn Middle (Fayette) | 6-8 | 646 | 61.3% | 44.2% |
| Ohio County Middle (Ohio) | 7-8 | 648 | 61.8% | 44.6% |
| Bryan Station Traditional Magnet MS (Fayette) | 6-8 | 650 | 62.2% | 45.1% |
| Bondurant Middle (Franklin) | 6-8 | 652 | 62.6% | 45.6% |
| East Hardin Middle (Hardin) | 6-8 | 653 | 63.0% | 46.0% |
| Clay County Middle (Clay) | 7-8 | 654 | 63.4% | 46.5% |
| Estill County Middle (Estill) | 6-8 | 654 | 63.9% | 47.0% |
| East Carter Middle (Carter) | 6-8 | 668 | 64.3% | 47.4% |
| Bath County Middle (Bath) | 5-8 | 670 | 64.7% | 47.9% |
| Rector A Jones Middle (Boone) | 6-8 | 674 | 65.1% | 48.4% |
| Lone Oak Middle (McCracken) | 6-8 | 677 | 65.5% | 48.9% |
| Lincoln County Middle (Lincoln) | 7-8 | 681 | 66.0% | 49.3% |
| Western Middle (Jefferson) | 6-8 | 682 | 66.4% | 49.8% |
| Bullitt Lick Middle (Bullitt) | 6-8 | 696 | 66.8% | 50.3% |
| Graves County Middle (Graves) | 7-8 | 698 | 67.2% | 50.8% |
| James T Alton Middle (Hardin) | 6-8 | 699 | 67.6% | 51.3% |
| Boyle County Middle (Boyle) | 6-8 | 710 | 68.1% | 51.8% |
| Madison Middle (Madison) | 6-8 | 711 | 68.5% | 52.3% |
| Hopkinsville Middle (Christian) | 6-8 | 717 | 68.9% | 52.8% |
| Henderson County South Middle (Henderson) | 6-8 | 722 | 69.3% | 53.3% |
| <i>Murray Middle (Murray)</i> | 4-8 | 725 | 69.7% | 53.9% |
| Calloway County Middle (Calloway) | 6-8 | 728 | 70.2% | 54.4% |
| Woodland Middle (Kenton) | 6-8 | 729 | 70.6% | 54.9% |
| Phillip A Sharp Middle (Pendleton) | 6-8 | 733 | 71.0% | 55.4% |
| Lassiter Middle (Jefferson) | 6-8 | 737 | 71.4% | 55.9% |
| Trigg County Middle (Trigg) | 5-8 | 740 | 71.8% | 56.5% |

| School (District) | Grades | Enroll- ment | Cumulative % of: Schools / Students | |
|---------------------------------------------------|---------------|-------------------------|------------------------------------------------|-------|
| Twenhofel Middle (Kenton) | 6-8 | 740 | 72.3% | 57.0% |
| Drakes Creek Middle (Warren) | 7-8 | 742 | 72.7% | 57.5% |
| Clark Moores Middle (Madison) | 6-8 | 745 | 73.1% | 58.0% |
| Rockcastle County Middle (Rockcastle) | 6-8 | 749 | 73.5% | 58.6% |
| Boyd County Middle (Boyd) | 6-8 | 753 | 73.9% | 59.1% |
| Bluegrass Middle (Hardin) | 6-8 | 758 | 74.4% | 59.6% |
| Rowan County Middle (Rowan) | 6-8 | 760 | 74.8% | 60.2% |
| Iroquois Middle Magnet Career Academy (Jefferson) | 6-8 | 764 | 75.2% | 60.7% |
| Turkey Foot Middle (Kenton) | 6-8 | 767 | 75.6% | 61.3% |
| Whitley County Middle (Whitley) | 7-8 | 767 | 76.1% | 61.8% |
| Kenneth D King Middle (Mercer) | 5-8 | 768 | 76.5% | 62.3% |
| Elkhorn Middle (Franklin) | 6-8 | 770 | 76.9% | 62.9% |
| Morton Middle (Fayette) | 6-8 | 771 | 77.3% | 63.4% |
| James E Bazzell Middle (Allen) | 6-8 | 773 | 77.7% | 64.0% |
| Carrithers Middle (Jefferson) | 6-8 | 779 | 78.2% | 64.5% |
| Shelby County West Middle (Shelby) | 6-8 | 781 | 78.6% | 65.1% |
| West Jessamine Middle (Jessamine) | 6-8 | 786 | 79.0% | 65.7% |
| Foley Middle (Madison) | 6-8 | 796 | 79.4% | 66.2% |
| Daviess County Middle (Daviess) | 6-8 | 799 | 79.8% | 66.8% |
| Harrison County Middle (Harrison) | 6-8 | 799 | 80.3% | 67.4% |
| Southern Middle (Fayette) | 6-8 | 804 | 80.7% | 67.9% |
| <i>Bowling Green Middle (Bowling Green)</i> | 6-8 | 819 | 81.1% | 68.5% |
| Spencer County Middle (Spencer) | 5-8 | 827 | 81.5% | 69.1% |
| Summit View Middle (Kenton) | 6-8 | 829 | 81.9% | 69.7% |
| Ockerman Middle (Boone) | 6-8 | 830 | 82.4% | 70.3% |
| South Oldham Middle (Oldham) | 6-8 | 831 | 82.8% | 70.9% |
| Stuart Pepper Middle (Meade) | 7-8 | 835 | 83.2% | 71.4% |
| Jessie M Clark Middle (Fayette) | 6-8 | 837 | 83.6% | 72.0% |
| F T Burns Middle (Daviess) | 6-8 | 838 | 84.0% | 72.6% |
| Hebron Middle (Bullitt) | 6-8 | 845 | 84.5% | 73.2% |
| Henderson County North Middle (Henderson) | 6-8 | 851 | 84.9% | 73.8% |
| Northern Middle (Pulaski) | 6-8 | 852 | 85.3% | 74.4% |
| College View Middle (Daviess) | 6-8 | 856 | 85.7% | 75.0% |
| Southern Leadership Academy (Jefferson) | 6-8 | 866 | 86.1% | 75.7% |
| Mount Washington Middle (Bullitt) | 6-8 | 888 | 86.6% | 76.3% |
| North Oldham Middle (Oldham) | 5-8 | 892 | 87.0% | 76.9% |
| Kammerer Middle (Jefferson) | 6-8 | 894 | 87.4% | 77.6% |
| Edythe Jones Hayes Middle (Fayette) | 6-8 | 904 | 87.8% | 78.2% |
| Jefferson County Traditional Middle (Jefferson) | 6-8 | 910 | 88.2% | 78.8% |
| Christian County Middle (Christian) | 6-8 | 912 | 88.7% | 79.5% |
| Anderson County Middle (Anderson) | 6-8 | 944 | 89.1% | 80.2% |
| Moore Traditional Middle (Jefferson) | 6-8 | 953 | 89.5% | 80.8% |
| East Jessamine County Middle (Jessamine) | 6-8 | 955 | 89.9% | 81.5% |
| Johnson Traditional Middle (Jefferson) | 6-8 | 964 | 90.3% | 82.2% |
| Grant County Middle (Grant) | 6-8 | 965 | 90.8% | 82.9% |
| Oldham County Middle (Oldham) | 6-8 | 972 | 91.2% | 83.6% |
| Conway Middle (Jefferson) | 6-8 | 978 | 91.6% | 84.3% |
| North Laurel Middle (Laurel) | 6-8 | 980 | 92.0% | 85.0% |
| Southern Middle (Pulaski) | 6-8 | 1,003 | 92.4% | 85.7% |
| Farnsley Middle (Jefferson) | 6-8 | 1,011 | 92.9% | 86.4% |

| School (District) | Grades | Enroll- ment | Cumulative % of: Schools / Students | |
|-------------------------------------------------------------|---------------|-------------------------|------------------------------------------------|--------|
| Grayson County Middle (Grayson) | 6-8 | 1,015 | 93.3% | 87.1% |
| Myers Middle (Jefferson) | 6-8 | 1,036 | 93.7% | 87.8% |
| Highland Middle (Jefferson) | 6-8 | 1,042 | 94.1% | 88.6% |
| McNabb Middle (Montgomery) | 6-8 | 1,052 | 94.5% | 89.3% |
| Scott County Middle (Scott) | 6-8 | 1,054 | 95.0% | 90.1% |
| Campbell County Middle (Campbell) | 6-8 | 1,067 | 95.4% | 90.8% |
| Westport Traditional Middle & Fine Arts Academy (Jefferson) | 6-8 | 1,073 | 95.8% | 91.6% |
| Beaumont Middle (Fayette) | 6-8 | 1,079 | 96.2% | 92.4% |
| Newburg Middle (Jefferson) | 6-8 | 1,101 | 96.6% | 93.1% |
| Meyzeek Middle (Jefferson) | 6-8 | 1,140 | 97.1% | 93.9% |
| Gray Middle (Boone) | 6-8 | 1,151 | 97.5% | 94.8% |
| Crosby Middle (Jefferson) | 6-8 | 1,158 | 97.9% | 95.6% |
| South Laurel Middle (Laurel) | 6-8 | 1,174 | 98.3% | 96.4% |
| Thomas Jefferson Middle (Jefferson) | 6-8 | 1,187 | 98.7% | 97.3% |
| Stuart Middle (Jefferson) | 6-8 | 1,277 | 99.2% | 98.2% |
| Conner Middle (Boone) | 6-8 | 1,281 | 99.6% | 99.1% |
| Noe Middle (Jefferson) | 6-8 | 1,305 | 100.0% | 100.0% |

High Schools (Lowest grade is grade 7 to grade 12 and highest grade is grade 12)

| | | | | |
|---------------------------------------------|------|-----|-------|------|
| <i>Frederick Fraize High (Cloverport)</i> | 9-12 | 84 | 0.4% | 0.0% |
| Breckinridge Metropolitan High (Jefferson) | 8-12 | 116 | 0.9% | 0.1% |
| <i>Providence High (Providence)</i> | 9-12 | 119 | 1.3% | 0.2% |
| Cordia High (Knott) | 7-12 | 143 | 1.7% | 0.2% |
| Ramey-Estep High (Boyd) | 7-12 | 165 | 2.2% | 0.3% |
| Letcher High (Letcher) | 9-12 | 189 | 2.6% | 0.4% |
| Buechel Metropolitan High (Jefferson) | 9-12 | 195 | 3.0% | 0.5% |
| <i>Dawson Springs High (Dawson Springs)</i> | 9-12 | 197 | 3.5% | 0.6% |
| <i>Paris High (Paris)</i> | 9-12 | 207 | 3.9% | 0.7% |
| Buckhorn High (Perry) | 9-12 | 210 | 4.3% | 0.8% |
| Brown High (Jefferson) | 9-12 | 212 | 4.8% | 1.0% |
| Deming High (Robertson) | 7-12 | 220 | 5.2% | 1.1% |
| Model Laboratory High (Madison) | 9-12 | 226 | 5.7% | 1.2% |
| <i>Fulton City High (Fulton)</i> | 7-12 | 227 | 6.1% | 1.3% |
| <i>Caverna High (Caverna)</i> | 9-12 | 233 | 6.5% | 1.4% |
| Fleming Neon High (Letcher) | 9-12 | 236 | 7.0% | 1.6% |
| <i>Harrodsburg High (Harrodsburg)</i> | 9-12 | 241 | 7.4% | 1.7% |
| <i>Monticello High (Monticello)</i> | 9-12 | 241 | 7.8% | 1.8% |
| Fulton County High (Fulton) | 9-12 | 243 | 8.3% | 1.9% |
| <i>Jenkins Middle High (Jenkins)</i> | 7-12 | 250 | 8.7% | 2.1% |
| Carlisle County High (Carlisle) | 9-12 | 253 | 9.1% | 2.2% |
| <i>Pineville High (Pineville)</i> | 7-12 | 281 | 9.6% | 2.3% |
| <i>Barbourville High (Barbourville)</i> | 7-12 | 289 | 10.0% | 2.5% |
| <i>Hazard High (Hazard)</i> | 9-12 | 291 | 10.4% | 2.6% |
| Cumberland High (Harlan) | 9-12 | 300 | 10.9% | 2.8% |
| Lyon County High (Lyon) | 9-12 | 306 | 11.3% | 3.0% |
| <i>Ludlow High (Ludlow)</i> | 9-12 | 307 | 11.7% | 3.1% |
| <i>Berea Community High (Berea)</i> | 9-12 | 339 | 12.2% | 3.3% |
| <i>Frankfort High (Frankfort)</i> | 9-12 | 349 | 12.6% | 3.5% |
| Cumberland County High (Cumberland) | 9-12 | 352 | 13.0% | 3.7% |

| School (District) | Grades | Enroll- ment | Cumulative % of: Schools / Students | |
|---------------------------------------------|---------------|-------------------------|------------------------------------------------|-------|
| Nicholas County High (Nicholas) | 9-12 | 352 | 13.5% | 3.8% |
| <i>Paintsville High (Paintsville)</i> | 7-12 | 357 | 13.9% | 4.0% |
| Owsley County High (Owsley) | 7-12 | 363 | 14.3% | 4.2% |
| Wolfe County High (Wolfe) | 9-12 | 366 | 14.8% | 4.4% |
| Hickman County High (Hickman) | 7-12 | 367 | 15.2% | 4.6% |
| <i>Campbellsville High (Campbellsville)</i> | 9-12 | 368 | 15.7% | 4.8% |
| Menifee County High (Menifee) | 9-12 | 375 | 16.1% | 5.0% |
| Lee County High (Lee) | 9-12 | 376 | 16.5% | 5.2% |
| <i>Russellville High (Russellville)</i> | 8-12 | 382 | 17.0% | 5.4% |
| Evarts High (Harlan) | 9-12 | 389 | 17.4% | 5.6% |
| South Floyd High (Floyd) | 9-12 | 389 | 17.8% | 5.8% |
| Bracken County High (Bracken) | 9-12 | 402 | 18.3% | 6.0% |
| Crittenden County High (Crittenden) | 9-12 | 406 | 18.7% | 6.2% |
| Allen Central High (Floyd) | 9-12 | 407 | 19.1% | 6.4% |
| <i>Fairview High (Fairview)</i> | 7-12 | 409 | 19.6% | 6.6% |
| Liberty High (Jefferson) | 8-12 | 410 | 20.0% | 6.9% |
| <i>Mayfield High (Mayfield)</i> | 9-12 | 422 | 20.4% | 7.1% |
| <i>Bellevue High (Bellevue)</i> | 7-12 | 426 | 20.9% | 7.3% |
| Ballard Memorial High (Ballard) | 9-12 | 434 | 21.3% | 7.5% |
| Gallatin County High (Gallatin) | 9-12 | 440 | 21.7% | 7.8% |
| Livingston Central High (Livingston) | 9-12 | 451 | 22.2% | 8.0% |
| <i>Raceland-Worthington High (Raceland)</i> | 7-12 | 458 | 22.6% | 8.2% |
| Clinton County High (Clinton) | 9-12 | 467 | 23.0% | 8.5% |
| Betsy Layne High (Floyd) | 9-12 | 473 | 23.5% | 8.7% |
| Phelps High (Pike) | 7-12 | 476 | 23.9% | 9.0% |
| Trimble County High (Trimble) | 9-12 | 480 | 24.3% | 9.2% |
| Metcalfe County High (Metcalfe) | 9-12 | 484 | 24.8% | 9.5% |
| <i>Beechwood High (Beechwood)</i> | 7-12 | 486 | 25.2% | 9.7% |
| Hancock County High (Hancock) | 9-12 | 491 | 25.7% | 10.0% |
| <i>Dayton High (Dayton)</i> | 7-12 | 498 | 26.1% | 10.2% |
| McLean County High (McLean) | 9-12 | 504 | 26.5% | 10.5% |
| <i>Murray High (Murray)</i> | 9-12 | 515 | 27.0% | 10.8% |
| <i>Somerset High (Somerset)</i> | 9-12 | 525 | 27.4% | 11.1% |
| Green County High (Green) | 9-12 | 530 | 27.8% | 11.3% |
| <i>Bardstown High (Bardstown)</i> | 9-12 | 532 | 28.3% | 11.6% |
| <i>Walton-Verona High (Walton-Verona)</i> | 7-12 | 535 | 28.7% | 11.9% |
| <i>Danville High (Danville)</i> | 9-12 | 536 | 29.1% | 12.2% |
| Bath County High (Bath) | 9-12 | 537 | 29.6% | 12.4% |
| Reidland High (McCracken) | 9-12 | 540 | 30.0% | 12.7% |
| Carroll County High (Carroll) | 9-12 | 548 | 30.4% | 13.0% |
| Elliott County High (Elliott) | 7-12 | 549 | 30.9% | 13.3% |
| Monroe County High (Monroe) | 9-12 | 558 | 31.3% | 13.6% |
| <i>Glasgow High (Glasgow)</i> | 9-12 | 565 | 31.7% | 13.9% |
| <i>Middlesboro High (Middlesboro)</i> | 9-12 | 574 | 32.2% | 14.2% |
| Webster County High (Webster) | 9-12 | 584 | 32.6% | 14.5% |
| Owen County High (Owen) | 9-12 | 597 | 33.0% | 14.8% |
| Todd County Central High (Todd) | 9-12 | 599 | 33.5% | 15.1% |
| Trigg County High (Trigg) | 9-12 | 601 | 33.9% | 15.4% |
| <i>Pikeville High (Pikeville)</i> | 7-12 | 604 | 34.3% | 15.7% |
| <i>Newport High (Newport)</i> | 9-12 | 609 | 34.8% | 16.1% |

| School (District) | Grades | Enrollment | Cumulative % of: Schools / Students | |
|------------------------------------------------|--------|------------|----------------------------------------|-------|
| Shelby Valley High (Pike) | 9-12 | 611 | 35.2% | 16.4% |
| Washington County High (Washington) | 9-12 | 611 | 35.7% | 16.7% |
| Heath High (McCracken) | 9-12 | 621 | 36.1% | 17.0% |
| Whitesburg High (Letcher) | 9-12 | 625 | 36.5% | 17.3% |
| <i>Lloyd High (Erlanger-Elsmere)</i> | 9-12 | 641 | 37.0% | 17.7% |
| <i>Corbin High (Corbin)</i> | 9-12 | 642 | 37.4% | 18.0% |
| Leslie County High (Leslie) | 9-12 | 651 | 37.8% | 18.4% |
| Caldwell County High (Caldwell) | 9-12 | 659 | 38.3% | 18.7% |
| Henry County High (Henry) | 9-12 | 666 | 38.7% | 19.1% |
| Morgan County High (Morgan) | 9-12 | 667 | 39.1% | 19.4% |
| Magoffin County High (Magoffin) | 9-12 | 674 | 39.6% | 19.8% |
| Sheldon Clark High (Martin) | 9-12 | 674 | 40.0% | 20.1% |
| Prestonsburg High (Floyd) | 9-12 | 676 | 40.4% | 20.5% |
| Muhlenberg South High (Muhlenberg) | 9-12 | 677 | 40.9% | 20.8% |
| Jackson County High (Jackson) | 9-12 | 681 | 41.3% | 21.2% |
| West Carter County High (Carter) | 9-12 | 681 | 41.7% | 21.5% |
| Breathitt County High (Breathitt) | 9-12 | 683 | 42.2% | 21.9% |
| Pike Central High (Pike) | 9-12 | 683 | 42.6% | 22.2% |
| Shawnee High Magnet Career Academy (Jefferson) | 9-12 | 683 | 43.0% | 22.6% |
| Western Hills High (Franklin) | 9-12 | 686 | 43.5% | 22.9% |
| Knott County Central High (Knott) | 9-12 | 687 | 43.9% | 23.3% |
| Wayne County High (Wayne) | 9-12 | 689 | 44.3% | 23.7% |
| Butler County High (Butler) | 9-12 | 690 | 44.8% | 24.0% |
| Edmonson County High (Edmonson) | 9-12 | 693 | 45.2% | 24.4% |
| Belfry High (Pike) | 9-12 | 695 | 45.7% | 24.8% |
| Spencer County High (Spencer) | 9-12 | 697 | 46.1% | 25.1% |
| Estill County High (Estill) | 9-12 | 699 | 46.5% | 25.5% |
| Lewis County High (Lewis) | 9-12 | 699 | 47.0% | 25.8% |
| Mercer County High (Mercer) | 9-12 | 699 | 47.4% | 26.2% |
| <i>Russell High (Russell)</i> | 9-12 | 699 | 47.8% | 26.6% |
| Moore Traditional High (Jefferson) | 9-12 | 722 | 48.3% | 27.0% |
| Casey County High (Casey) | 9-12 | 723 | 48.7% | 27.3% |
| James A Cawood High (Harlan) | 9-12 | 724 | 49.1% | 27.7% |
| Garrard County High (Garrard) | 9-12 | 726 | 49.6% | 28.1% |
| North Oldham High (Oldham) | 9-12 | 730 | 50.0% | 28.5% |
| East Carter County High (Carter) | 9-12 | 737 | 50.4% | 28.9% |
| LaRue County High (LaRue) | 9-12 | 739 | 50.9% | 29.2% |
| <i>Elizabethtown High (Elizabethtown)</i> | 9-12 | 755 | 51.3% | 29.6% |
| Hart County High (Hart) | 9-12 | 755 | 51.7% | 30.0% |
| Union County High (Union) | 9-12 | 769 | 52.2% | 30.4% |
| East Ridge High (Pike) | 9-12 | 775 | 52.6% | 30.8% |
| Fleming County High (Fleming) | 9-12 | 776 | 53.0% | 31.2% |
| Powell County High (Powell) | 9-12 | 791 | 53.5% | 31.6% |
| Adair County High (Adair) | 9-12 | 798 | 53.9% | 32.1% |
| Taylor County High (Taylor) | 9-12 | 808 | 54.3% | 32.5% |
| <i>Highlands High (Fort Thomas)</i> | 9-12 | 818 | 54.8% | 32.9% |
| <i>Paducah Tilghman High (Paducah)</i> | 9-12 | 818 | 55.2% | 33.3% |
| Bourbon County High (Bourbon) | 9-12 | 831 | 55.7% | 33.8% |
| Mason County High (Mason) | 9-12 | 832 | 56.1% | 34.2% |
| Muhlenberg North High (Muhlenberg) | 9-12 | 837 | 56.5% | 34.6% |

| School (District) | Grades | Enrollment | Cumulative % of: Schools / Students | |
|------------------------------------------------------|--------|------------|----------------------------------------|-------|
| Lawrence County High (Lawrence) | 9-12 | 850 | 57.0% | 35.1% |
| Breckinridge County High (Breckinridge) | 9-12 | 853 | 57.4% | 35.5% |
| Fairdale High Magnet Career Academy (Jefferson) | 9-12 | 853 | 57.8% | 36.0% |
| Lone Oak High (McCracken) | 9-12 | 863 | 58.3% | 36.4% |
| Warren East High (Warren) | 9-12 | 877 | 58.7% | 36.9% |
| Pendleton County High (Pendleton) | 9-12 | 879 | 59.1% | 37.3% |
| Western MST Magnet High (Jefferson) | 9-12 | 882 | 59.6% | 37.8% |
| Bell County High (Bell) | 9-12 | 883 | 60.0% | 38.3% |
| Boyle County High (Boyle) | 9-12 | 889 | 60.4% | 38.7% |
| Russell County High (Russell) | 9-12 | 909 | 60.9% | 39.2% |
| Franklin-Simpson High (Simpson) | 9-12 | 915 | 61.3% | 39.7% |
| Marion County High (Marion) | 9-12 | 919 | 61.7% | 40.2% |
| McCreary Central High (McCreary) | 9-12 | 920 | 62.2% | 40.6% |
| Rockcastle County High (Rockcastle) | 9-12 | 921 | 62.6% | 41.1% |
| Rowan County Senior High (Rowan) | 9-12 | 925 | 63.0% | 41.6% |
| Bullitt East High (Bullitt) | 9-12 | 931 | 63.5% | 42.1% |
| Knox Central High (Knox) | 9-12 | 932 | 63.9% | 42.6% |
| Allen County-Scottsville High (Allen) | 9-12 | 934 | 64.3% | 43.1% |
| East Jessamine High (Jessamine) | 9-12 | 936 | 64.8% | 43.6% |
| Greenup County High (Greenup) | 9-12 | 942 | 65.2% | 44.1% |
| Calloway County High (Calloway) | 9-12 | 948 | 65.7% | 44.5% |
| Franklin County High (Franklin) | 9-12 | 958 | 66.1% | 45.0% |
| Valley Traditional High (Jefferson) | 9-12 | 969 | 66.5% | 45.6% |
| Madison Southern High (Madison) | 9-12 | 975 | 67.0% | 46.1% |
| South Oldham High (Oldham) | 9-12 | 985 | 67.4% | 46.6% |
| Central High (Hopkins) | 9-12 | 987 | 67.8% | 47.1% |
| North Bullitt High (Bullitt) | 9-12 | 989 | 68.3% | 47.6% |
| Atherton High (Jefferson) | 9-12 | 993 | 68.7% | 48.1% |
| Harrison County High (Harrison) | 9-12 | 1,002 | 69.1% | 48.6% |
| West Jessamine High (Jessamine) | 9-12 | 1,008 | 69.6% | 49.2% |
| Boyd County High (Boyd) | 9-12 | 1,015 | 70.0% | 49.7% |
| <i>Paul G Blazer High (Ashland)</i> | 9-12 | 1,024 | 70.4% | 50.2% |
| Logan County High (Logan) | 9-12 | 1,025 | 70.9% | 50.8% |
| Johnson Central High (Johnson) | 9-12 | 1,039 | 71.3% | 51.3% |
| Perry County Central High (Perry) | 9-12 | 1,039 | 71.7% | 51.9% |
| Jeffersontown High Magnet Career Academy (Jefferson) | 9-12 | 1,044 | 72.2% | 52.4% |
| Pulaski County High (Pulaski) | 9-12 | 1,044 | 72.6% | 52.9% |
| Central High (Jefferson) | 9-12 | 1,048 | 73.0% | 53.5% |
| <i>Bowling Green High (Bowling Green)</i> | 9-12 | 1,050 | 73.5% | 54.0% |
| Jefferson County High (Jefferson) | 9-12 | 1,063 | 73.9% | 54.6% |
| Hopkinsville High (Christian) | 9-12 | 1,076 | 74.3% | 55.2% |
| Anderson County High (Anderson) | 9-12 | 1,092 | 74.8% | 55.7% |
| Madisonville North Hopkins High (Hopkins) | 9-12 | 1,104 | 75.2% | 56.3% |
| Grant County High (Grant) | 9-12 | 1,112 | 75.7% | 56.9% |
| <i>Owensboro High (Owensboro)</i> | 9-12 | 1,136 | 76.1% | 57.5% |
| Clay County High (Clay) | 9-12 | 1,154 | 76.5% | 58.1% |
| Doss High Magnet Career Academy (Jefferson) | 9-12 | 1,159 | 77.0% | 58.7% |
| Montgomery County High (Montgomery) | 9-12 | 1,163 | 77.4% | 59.3% |
| Warren Central High (Warren) | 9-12 | 1,172 | 77.8% | 59.9% |
| Waggener Traditional High (Jefferson) | 9-12 | 1,191 | 78.3% | 60.5% |

| School (District) | Grades | Enroll- ment | Cumulative % of: Schools / Students | |
|-------------------------------------------------------|---------------|-------------------------|------------------------------------------------|--------|
| Lincoln County High (Lincoln) | 9-12 | 1,200 | 78.7% | 61.2% |
| Scott High (Kenton) | 9-12 | 1,205 | 79.1% | 61.8% |
| Woodford County High (Woodford) | 9-12 | 1,205 | 79.6% | 62.4% |
| Ohio County High (Ohio) | 9-12 | 1,217 | 80.0% | 63.0% |
| Dixie Heights High (Kenton) | 9-12 | 1,228 | 80.4% | 63.7% |
| Barren County High (Barren) | 9-12 | 1,231 | 80.9% | 64.3% |
| Southwestern High (Pulaski) | 9-12 | 1,231 | 81.3% | 65.0% |
| Oldham County High (Oldham) | 9-12 | 1,244 | 81.7% | 65.6% |
| Whitley County High (Whitley) | 9-12 | 1,244 | 82.2% | 66.3% |
| Grayson County High (Grayson) | 9-12 | 1,249 | 82.6% | 66.9% |
| North Laurel High (Laurel) | 9-12 | 1,268 | 83.0% | 67.6% |
| South Laurel High (Laurel) | 9-12 | 1,290 | 83.5% | 68.3% |
| Bullitt Central High (Bullitt) | 9-12 | 1,300 | 83.9% | 68.9% |
| John Hardin High (Hardin) | 9-12 | 1,305 | 84.3% | 69.6% |
| Iroquois High (Jefferson) | 9-12 | 1,306 | 84.8% | 70.3% |
| Scott County High (Scott) | 10-12 | 1,345 | 85.2% | 71.0% |
| <i>Holmes Junior Senior High (Covington)</i> | 8-12 | 1,366 | 85.7% | 71.7% |
| Fern Creek Traditional High (Jefferson) | 9-12 | 1,371 | 86.1% | 72.4% |
| Bryan Station High (Fayette) | 9-12 | 1,375 | 86.5% | 73.2% |
| Christian County High (Christian) | 9-12 | 1,376 | 87.0% | 73.9% |
| Graves County High (Graves) | 9-12 | 1,378 | 87.4% | 74.6% |
| Simon Kenton High (Kenton) | 9-12 | 1,385 | 87.8% | 75.3% |
| Southern High Magnet Career Academy (Jefferson) | 9-12 | 1,395 | 88.3% | 76.0% |
| Greenwood High (Warren) | 9-12 | 1,416 | 88.7% | 76.8% |
| Apollo High (Daviess) | 9-12 | 1,441 | 89.1% | 77.5% |
| North Hardin High (Hardin) | 9-12 | 1,442 | 89.6% | 78.3% |
| Marshall County High (Marshall) | 9-12 | 1,445 | 90.0% | 79.0% |
| Larry A. Ryle High (Boone) | 9-12 | 1,488 | 90.4% | 79.8% |
| Campbell County High (Campbell) | 9-12 | 1,515 | 90.9% | 80.6% |
| Meade County High (Meade) | 9-12 | 1,536 | 91.3% | 81.4% |
| Shelby County High (Shelby) | 9-12 | 1,540 | 91.7% | 82.2% |
| Boone County High (Boone) | 9-12 | 1,563 | 92.2% | 83.0% |
| Nelson County High (Nelson) | 9-12 | 1,582 | 92.6% | 83.9% |
| Conner High (Boone) | 9-12 | 1,586 | 93.0% | 84.7% |
| George Rogers Clark High (Clark) | 9-12 | 1,589 | 93.5% | 85.5% |
| Central Hardin High (Hardin) | 9-12 | 1,597 | 93.9% | 86.3% |
| Madison Central High (Madison) | 9-12 | 1,622 | 94.3% | 87.2% |
| Louisville Male High (Jefferson) | 9-12 | 1,641 | 94.8% | 88.0% |
| Butler Traditional High (Jefferson) | 9-12 | 1,643 | 95.2% | 88.9% |
| Ballard High (Jefferson) | 9-12 | 1,691 | 95.7% | 89.8% |
| Tates Creek High (Fayette) | 9-12 | 1,738 | 96.1% | 90.7% |
| Daviess County High (Daviess) | 9-12 | 1,758 | 96.5% | 91.6% |
| Seneca High Magnet Career Academy (Jefferson) | 9-12 | 1,825 | 97.0% | 92.6% |
| Dupont Manual High (Jefferson) | 9-12 | 1,852 | 97.4% | 93.5% |
| Eastern High (Jefferson) | 9-12 | 1,893 | 97.8% | 94.5% |
| Pleasure Ridge Park Magnet Career Academy (Jefferson) | 9-12 | 1,978 | 98.3% | 95.6% |
| Henry Clay High (Fayette) | 9-12 | 2,021 | 98.7% | 96.6% |
| Lafayette High (Fayette) | 9-12 | 2,030 | 99.1% | 97.7% |
| Paul Laurence Dunbar High (Fayette) | 9-12 | 2,222 | 99.6% | 98.8% |
| Henderson County Senior High (Henderson) | 9-12 | 2,243 | 100.0% | 100.0% |

| School (District) | Grades | Enrollment | Cumulative % of: Schools / Students | |
|------------------------------------------------------------------|--------|------------|----------------------------------------|--------|
| Other (Schools that do not fit within the previous types) | | | | |
| <i>Burgin High (Burgin)</i> | 6-12 | 243 | 10.0% | 5.0% |
| <i>Augusta Independent (Augusta)</i> | P-12 | 278 | 20.0% | 10.7% |
| <i>Silver Grove (Silver Grove)</i> | P-12 | 310 | 30.0% | 17.0% |
| <i>Williamstown High (Williamstown)</i> | 6-12 | 441 | 40.0% | 26.0% |
| <i>Eminence High (Eminence)</i> | 5-12 | 501 | 50.0% | 36.3% |
| <i>Harlan High (Harlan)</i> | 5-12 | 514 | 60.0% | 46.8% |
| Scott County Ninth Grade (Scott) | 9-9 | 570 | 70.0% | 58.5% |
| <i>Jackson City (Jackson)</i> | P-12 | 600 | 80.0% | 70.8% |
| Lynn Camp High (Knox) | 6-12 | 685 | 90.0% | 84.8% |
| <i>Williamsburg City (Williamsburg)</i> | P-12 | 744 | 100.0% | 100.0% |

Source: Compiled by staff from data from the Kentucky Department of Education.

Appendix B

Description of the Methodology Used To Compare Performance

This appendix summarizes the data and methodology used to compare the performance across school size. The detailed estimates are also included.

Data for the comparisons came from several different sources. Students' test scores on each of the CATS assessments for school years 2001 through 2005 were obtained from the Kentucky Department of Education. The department also provided information on students' demographic characteristics such as gender and race, and information on whether students participated in the various assistance programs. Such programs have been developed to identify and assist students who face certain types of barriers to learning.

The department also provided school report cards, which included the number of students per teacher, the number of computers per student, and several measures of teacher education. The information on teacher education consisted of

- the percentage of classes that were taught by teachers who were certified in the subjects and grades they taught,
- the percentage of classes that were taught by teachers who majored or minored in the subjects they taught, and
- the percentage of classes taught by teachers who have earned master's degrees.

Schools also reported the number of hours parents or guardians volunteered at school and the number of students whose parents or guardians participated in "at least one teacher conference" (Commonwealth. Department. "Fields" 14).

Schools were grouped into seven categories based on size. Dummy variables were created for each category. Using the available data, regression models were estimated to determine if performance on the various assessments differed with school size. Regression models allow for the influence of various factors to be estimated. It is useful to account for these factors because they can affect the comparisons of performance across school size. An example of this might be the influence migrant students have on scores. Migrant students often face language and cultural barriers that can limit performance on standard assessments. If migrant students were disproportionately enrolled in large schools, large schools might appear to score poorly relative to smaller schools. This apparent difference could be due to the relatively large number of migrant students rather than any disadvantage that might be present at large schools.

Each student's characteristics were taken into account using dummy variables that indicated the student's race, whether the student was a migrant, whether the student had a disability, whether the student participated in the school assistance programs, and whether the student received free or reduced lunches. The model also accounted for

school-level effects that might be common for students within a particular school. To determine whether the effect of school size differed across racial or economic groups, estimates were made that also compared the performance of different groups of students across school size. This was done by estimating a separate regression model for the students in each of the racial/ethnic groups and a separate model for students who participated in the free or reduced lunch programs.

Typically, elementary schools consisted of 1st through 5th grades, middle schools consisted of 6th through 8th grades, and high schools consisted of 9th through 12th grades. The data provided by the Kentucky Department of Education indicated that some schools grouped grades differently. For instance, Bellevue High School combines 7th through 12th grades. It was not known how integrated the grades might have been in these schools. To account for these situations, dummy variables were created indicating whether grades typically assigned as elementary, middle, and high school were combined. For example, a school consisting of 1st through 7th grades was classified as a combined elementary and middle school.

A similar model was developed for the school-level analysis. In this analysis, schools' academic indices on each component of the Kentucky Core Content Test and the school-level score on the norm-referenced test were compared across school size. Much of the same data that were used in the student-level analysis were also used in the school-level analysis. Individual student characteristics, however, were replaced with the percentage of students having those characteristics. For example, participation in the free or reduced lunch program was accounted for using the percentage of students participating.

The results of the regressions are shown in the following tables. Schools with 300 or fewer students were the excluded group in the regressions. Therefore, the estimates associated with school size show performance levels relative to schools with 300 or fewer students. For the students' race, whites were the excluded category. Tables B.1 through B.3 show the results of the student-level analysis for all students. Tables B.4 through B.6 show the results from the student-level analysis by racial/ethnic groups and students who participated in the free or reduced lunch programs. Only the results associated with school size are shown in Table B.4 through B.6. The results associated with other factors that were accounted for, such as student-teacher ratio, are available upon request. Tables B.7 through B.9 show the results for the school-level analysis.

All tables consist of staff analyses of data provided by the Kentucky Department of Education.

Table B.1
Student-level Analysis (Elementary Schools)

| Variable | NRT 3 rd Grade Estimate t-stat | Reading 4 th Grade Estimate t-stat | Science 4 th Grade Estimate t-stat | Arts & Humanities 5 th Grade Estimate t-stat | Math 5 th Grade Estimate t-stat | Practical Living & Vocational Skills 5 th Grade Estimate t-stat | Social Studies 5 th Grade Estimate t-stat |
|------------------------------------------------------------------------------------|----------------------------------------------------|--------------------------------------------------------|--------------------------------------------------------|------------------------------------------------------------------|-----------------------------------------------------|----------------------------------------------------------------------------------------|---------------------------------------------------------------|
| Intercept | 626.51 (101.77) | 555.56 (99.25) | 545.47 (106.62) | 492.29 (52.37) | 539.16 (93.03) | 469.95 (50.63) | 522.90 (108.96) |
| Male | -3.61 (-25.83) | -8.74 (-67.36) | 1.59 (13.44) | -13.78 (-51.58) | -0.02 (-0.15) | -11.50 (-43.15) | -2.76 (-20.39) |
| Asian | 5.09 (6.16) | 4.40 (5.63) | 3.07 (4.31) | 9.73 (6.11) | 16.51 (16.78) | 4.02 (2.53) | 4.83 (5.98) |
| Hispanic | -9.19 (-15.16) | -3.82 (-6.59) | -5.80 (-10.99) | -11.86 (-9.72) | -5.43 (-7.20) | -13.24 (-10.88) | -6.15 (-9.92) |
| Black | -14.02 (-54.29) | -11.04 (-45.70) | -13.87 (-63.07) | -20.20 (-40.60) | -16.92 (-55.06) | -18.80 (-37.93) | -11.97 (-47.36) |
| Other Racial Group | -4.83 (-8.08) | -2.21 (-3.77) | -3.69 (-6.91) | -7.58 (-6.15) | -5.07 (-6.66) | -6.03 (-4.91) | -4.04 (-6.46) |
| Migrant | -6.31 (-9.90) | -6.57 (-11.06) | -5.87 (-10.85) | -14.95 (-11.84) | -7.80 (-10.00) | -13.19 (-10.47) | -7.95 (-12.41) |
| Title I Basic Program | -11.18 (-35.89) | -10.33 (-34.38) | -8.25 (-30.13) | -17.39 (-27.27) | -12.86 (-32.65) | -16.91 (-26.62) | -10.29 (-31.78) |
| Extended School Services | -17.10 (-96.22) | -9.45 (-63.62) | -6.96 (-51.41) | -15.08 (-46.85) | -11.23 (-56.50) | -13.90 (-43.32) | -8.42 (-51.49) |
| Individualize Education Plan | -17.45 (-27.13) | -11.08 (-19.19) | -10.98 (-20.88) | -28.42 (-24.18) | -23.19 (-31.93) | -22.32 (-19.04) | -16.65 (-27.90) |
| Disability | -10.62 (-16.71) | -4.92 (-8.66) | -4.56 (-8.82) | -10.88 (-9.47) | -10.45 (-14.72) | -11.30 (-9.86) | -8.27 (-14.18) |
| Free or Reduced Lunch | -13.58 (-86.61) | -12.75 (-87.86) | -10.65 (-80.55) | -21.86 (-73.17) | -14.94 (-80.92) | -20.14 (-67.62) | -13.41 (-88.43) |
| Student-Teacher Ratio | -0.46 (-7.29) | -0.51 (-8.78) | -0.73 (-13.68) | -1.34 (-11.33) | -1.00 (-13.77) | -1.30 (-11.28) | -0.85 (-14.10) |
| Student-Computer Ratio | -0.01 (-1.23) | 0.00 (0.10) | 0.01 (0.99) | -0.08 (-3.89) | -0.02 (-1.55) | -0.06 (-2.96) | -0.02 (-2.10) |
| Percent of population with income above \$150,000 | 15.40 (0.66) | 58.25 (2.60) | 57.28 (2.61) | 116.85 (2.56) | 57.55 (2.12) | 84.57 (2.21) | 46.42 (1.83) |
| Percent of population with a bachelor's degree or higher | 6.62 (0.93) | -4.32 (-0.64) | -13.29 (-1.99) | 3.88 (0.28) | 18.57 (2.25) | 6.28 (0.54) | 0.74 (0.10) |
| Percent of classes taught by teachers certified for subject & grade | 0.13 (2.12) | 0.07 (1.29) | 0.05 (1.08) | 0.34 (3.86) | 0.25 (4.65) | 0.46 (5.26) | 0.22 (4.87) |
| Percent of classes taught by teachers with a major/minor in the subject they teach | 0.11 (6.41) | 0.08 (5.20) | 0.16 (10.91) | 0.31 (10.02) | 0.20 (10.65) | 0.29 (9.49) | 0.17 (10.85) |
| Percent of teachers with a master's degree | 0.07 (7.02) | 0.07 (7.42) | 0.09 (9.93) | 0.20 (10.52) | 0.10 (8.00) | 0.15 (7.86) | 0.11 (10.62) |
| Volunteer hours per student | 0.03 (1.30) | 0.03 (1.82) | 0.09 (5.09) | 0.04 (1.16) | 0.08 (3.25) | 0.09 (2.40) | 0.06 (2.81) |
| Percent of students with at least one parent-teacher conference | 2.78 (4.07) | 2.06 (3.30) | 3.20 (5.60) | 8.24 (6.43) | 4.83 (6.12) | 8.55 (6.77) | 4.80 (7.35) |
| Elementary & Middle | -1.86 (-1.71) | -6.18 (-5.91) | -6.30 (-6.24) | -18.84 (-9.25) | -9.87 (-8.09) | -13.73 (-7.79) | -8.72 (-7.84) |
| Elementary, Middle, & High | 1.50 (3.36) | -0.74 (-1.77) | 1.61 (4.21) | -1.64 (-1.92) | -1.27 (-2.41) | 0.63 (0.74) | 0.32 (0.73) |
| Middle & High | - | - | - | -18.57 (-1.29) | -14.67 (-1.71) | -16.83 (-1.39) | -8.57 (-1.07) |
| Middle | - | - | - | 37.55 (0.57) | 5.00 (0.12) | -34.66 (-0.54) | 3.31 (0.10) |
| 301 to 600 | 1.01 (2.02) | -0.62 (-1.33) | -0.97 (-2.25) | -0.59 (-0.62) | 0.77 (1.30) | 0.37 (0.40) | 0.29 (0.59) |
| 601 to 900 | 0.71 (1.15) | -1.16 (-2.01) | -1.26 (-2.37) | 0.35 (0.29) | 0.91 (1.24) | 0.42 (0.37) | 1.39 (2.25) |
| 901 to 1,200 | 7.28 (5.13) | -0.11 (-0.09) | 1.04 (0.84) | -1.71 (-0.52) | -0.93 (-0.46) | 9.16 (2.85) | 0.21 (0.12) |
| 1,201 to 1,500 | - | - | - | - | - | - | - |
| 1,501 to 1,800 | - | - | - | - | - | - | - |
| Over 1,800 | - | - | - | - | - | - | - |

Table B.2
Student-level Analysis (Middle Schools)

| Variable | NRT 6 th Grade Estimate t-stat | Reading 7 th Grade Estimate t-stat | Science 7 th Grade Estimate t-stat | Arts & Humanities 8 th Grade Estimate t-stat | Math 8 th Grade Estimate t-stat | Practical Living & Vocational Skills 8 th Grade Estimate t-stat | Social Studies 8 th Grade Estimate t-stat |
|------------------------------------------------------------------------------------|----------------------------------------------------|--------------------------------------------------------|--------------------------------------------------------|------------------------------------------------------------------|-----------------------------------------------------|----------------------------------------------------------------------------------------|---------------------------------------------------------------|
| Intercept | 666.51 (183.28) | 520.35 (152.74) | 510.82 (146.34) | 513.34 (67.02) | 526.60 (125.20) | 503.02 (77.88) | 509.88 (103.14) |
| Male | -4.20 (-29.74) | -11.70 (-99.62) | 2.82 (23.59) | -22.15 (-84.30) | 0.37 (2.58) | -14.25 (-63.42) | -7.10 (-41.84) |
| Asian | 8.17 (9.60) | 7.81 (11.15) | 6.82 (9.57) | 20.50 (13.24) | 16.67 (19.55) | 10.21 (7.71) | 13.78 (13.78) |
| Hispanic | -10.26 (-16.02) | -5.37 (-9.84) | -9.24 (-16.64) | -16.79 (-13.42) | -8.33 (-12.09) | -16.41 (-15.34) | -11.76 (-14.56) |
| Black | -17.71 (-67.01) | -10.31 (-46.72) | -15.97 (-71.06) | -17.42 (-34.80) | -17.31 (-62.81) | -17.72 (-41.43) | -16.37 (-50.68) |
| Other Racial Group | -5.76 (-9.01) | -3.06 (-5.41) | -5.03 (-8.73) | -7.62 (-5.96) | -5.22 (-7.41) | -5.62 (-5.14) | -4.61 (-5.59) |
| Migrant | -5.33 (-7.65) | -6.92 (-11.21) | -6.31 (-10.04) | -14.58 (-10.16) | -6.07 (-7.68) | -9.49 (-7.74) | -9.97 (-10.76) |
| Title I Basic Program | -10.93 (-31.16) | -7.42 (-24.06) | -7.44 (-23.70) | -12.13 (-16.56) | -7.38 (-18.30) | -9.44 (-15.08) | -9.27 (-19.59) |
| Extended School Services | -13.03 (-71.59) | -5.61 (-38.40) | -4.90 (-32.93) | -9.63 (-27.59) | -5.42 (-28.20) | -8.83 (-29.59) | -6.96 (-30.89) |
| Individualize Education Plan | -21.62 (-33.28) | -16.73 (-30.78) | -18.08 (-32.67) | -32.82 (-26.97) | -24.35 (-36.34) | -25.85 (-24.85) | -24.79 (-31.55) |
| Disability | -16.56 (-26.11) | -12.85 (-24.17) | -11.35 (-20.96) | -28.68 (-24.15) | -20.18 (-30.85) | -23.74 (-23.38) | -21.51 (-28.05) |
| Free or Reduced Lunch | -15.93 (-101.95) | -12.70 (-97.82) | -12.18 (-92.13) | -26.30 (-90.19) | -14.74 (-91.79) | -21.59 (-86.61) | -19.86 (-105.48) |
| Student-Teacher Ratio | -0.34 (-6.39) | -0.62 (-14.29) | -0.98 (-22.01) | -1.76 (-18.03) | -0.91 (-17.02) | -0.90 (-10.90) | -0.90 (-14.39) |
| Student-Computer Ratio | -0.03 (-1.80) | -0.04 (-3.06) | -0.03 (-2.47) | -0.20 (-7.95) | -0.10 (-7.36) | -0.13 (-5.78) | -0.11 (-6.64) |
| Percent of population with income above \$150,000 | 9.97 (0.45) | 39.22 (2.13) | 14.40 (0.71) | 98.52 (2.30) | 16.07 (0.70) | 52.47 (1.69) | 53.03 (1.92) |
| Percent of population with a bachelor's degree or higher | 41.30 (5.16) | 17.68 (2.54) | 15.94 (2.10) | 44.08 (2.73) | 37.25 (4.33) | 43.34 (3.70) | 32.27 (3.10) |
| Percent of classes taught by teachers certified for subject & grade | 0.09 (2.77) | 0.08 (3.31) | 0.02 (0.71) | 0.20 (3.97) | 0.15 (5.40) | 0.16 (3.77) | 0.14 (4.18) |
| Percent of classes taught by teachers with a major/minor in the subject they teach | 0.07 (8.53) | 0.11 (16.00) | 0.10 (14.49) | 0.30 (18.67) | 0.17 (19.91) | 0.18 (13.47) | 0.15 (14.58) |
| Percent of teachers with a master's degree | 0.07 (6.29) | 0.08 (8.73) | 0.11 (12.44) | 0.20 (10.23) | 0.13 (11.86) | 0.14 (8.24) | 0.13 (9.98) |
| Volunteer hours per student | 0.00 (0.14) | 0.05 (2.34) | 0.03 (1.21) | 0.11 (2.27) | 0.07 (2.43) | 0.07 (1.70) | 0.06 (2.01) |
| Percent of students with at least one parent-teacher conference | 1.02 (1.84) | 0.22 (0.47) | -0.35 (-0.75) | -2.99 (-2.92) | -2.57 (-4.56) | -0.75 (-0.86) | -1.13 (-1.70) |
| Elementary & Middle | -4.27 (-4.26) | -2.95 (-1.40) | -2.59 (-1.20) | -1.51 (-0.32) | -7.13 (-2.71) | -3.73 (-0.92) | 2.09 (0.68) |
| Elementary, Middle, & High | -7.32 (-7.11) | -6.22 (-3.00) | -4.22 (-2.00) | -4.29 (-0.92) | -8.20 (-3.19) | -7.33 (-1.84) | -1.06 (-0.35) |
| Middle & High | -10.69 (-2.82) | -6.47 (-2.57) | -2.93 (-1.12) | -7.59 (-1.33) | -9.72 (-3.13) | -9.32 (-2.01) | -1.81 (-0.49) |
| Middle | -6.24 (-6.73) | -3.65 (-1.79) | -2.63 (-1.27) | 1.48 (0.32) | -6.31 (-2.49) | -3.03 (-0.77) | 1.02 (0.34) |
| 301 to 600 | 0.33 (0.45) | 0.00 (0.00) | 1.29 (1.63) | -0.04 (-0.02) | -1.01 (-1.08) | -1.38 (-1.01) | -1.12 (-1.01) |
| 601 to 900 | -0.15 (-0.18) | 0.60 (0.75) | 2.51 (2.96) | 1.07 (0.58) | -0.82 (-0.82) | -1.60 (-1.10) | 0.83 (0.70) |
| 901 to 1,200 | -0.30 (-0.31) | 2.23 (2.49) | 5.75 (6.13) | 11.03 (5.42) | 3.84 (3.47) | 4.06 (2.49) | 6.18 (4.70) |
| 1,201 to 1,500 | 0.53 (0.42) | 3.26 (2.87) | 5.97 (5.08) | 14.98 (5.88) | 5.47 (3.93) | 5.72 (2.75) | 8.94 (5.44) |
| 1,501 to 1,800 | | | | | | | |
| Over 1,800 | | | | | | | |

Table B.3
Student-level Analysis (High Schools)

| Variable | NRT 9 th Grade Estimate t-stat | Reading 10 th Grade Estimate t-stat | Science 11 th Grade Estimate t-stat | Arts & Humanities 11 th Grade Estimate t-stat | Math 11 th Grade Estimate t-stat | Practical Living & Vocational Skills 10 th Grade Estimate t-stat | Social Studies 11 th Grade Estimate t-stat |
|------------------------------------------------------------------------------------|----------------------------------------------------|---------------------------------------------------------|---------------------------------------------------------|-------------------------------------------------------------------|------------------------------------------------------|-----------------------------------------------------------------------------------------|----------------------------------------------------------------|
| Intercept | 696.97 (149.94) | 515.85 (70.39) | 532.08 (95.38) | 525.39 (53.24) | 515.49 (75.63) | 511.94 (61.74) | 538.13 (64.27) |
| Male | -6.55 (-45.78) | -22.73 (-106.08) | 4.28 (25.24) | -22.03 (-74.50) | 0.03 (0.14) | -18.41 (-73.69) | -6.53 (-26.08) |
| Asian | 9.33 (11.26) | 9.49 (8.13) | 5.05 (5.61) | 10.21 (6.50) | 17.06 (15.54) | -0.21 (-0.15) | 10.41 (7.81) |
| Hispanic | -14.84 (-21.93) | -12.81 (-12.08) | -12.21 (-14.09) | -14.22 (-9.40) | -12.29 (-11.63) | -21.80 (-17.64) | -14.81 (-11.54) |
| Black | -20.69 (-77.49) | -21.76 (-52.86) | -22.89 (-68.37) | -25.44 (-43.50) | -27.71 (-67.87) | -24.08 (-50.24) | -25.68 (-51.81) |
| Other Racial Group | -3.93 (-5.64) | -7.24 (-6.75) | -6.27 (-7.49) | -8.49 (-5.81) | -9.00 (-8.82) | -9.21 (-7.37) | -6.87 (-5.55) |
| Migrant | -8.60 (-8.88) | -13.13 (-7.92) | -9.18 (-5.52) | -18.22 (-6.28) | -12.31 (-6.07) | -12.36 (-6.39) | -16.77 (-6.82) |
| Title I Basic Program | -9.64 (-14.61) | -11.40 (-9.92) | -6.35 (-6.37) | -9.41 (-5.40) | -7.47 (-6.16) | -9.64 (-7.21) | -8.90 (-6.02) |
| Extended School Services | -4.39 (-22.97) | -2.29 (-8.23) | -0.44 (-1.97) | 1.14 (2.93) | -1.67 (-6.16) | -1.78 (-5.50) | 0.41 (1.25) |
| Individualize Education Plan | -24.59 (-36.37) | -38.35 (-35.63) | -31.07 (-35.25) | -44.54 (-28.94) | -44.60 (-41.50) | -38.19 (-30.43) | -45.62 (-34.98) |
| Disability | -21.74 (-33.07) | -24.23 (-23.00) | -16.96 (-19.79) | -26.52 (-17.72) | -24.49 (-23.44) | -22.33 (-18.18) | -25.32 (-19.96) |
| Free or Reduced Lunch | -15.90 (-99.44) | -19.27 (-78.66) | -11.67 (-58.29) | -21.28 (-20.87) | -15.25 (-62.46) | -19.11 (-66.95) | -20.58 (-69.47) |
| Student-Teacher Ratio | -0.49 (-9.16) | -0.59 (-7.37) | -0.76 (-12.16) | -2.27 (-20.69) | -0.76 (-10.00) | -0.87 (-9.45) | -1.70 (-18.20) |
| Student-Computer Ratio | -0.01 (-0.75) | 0.04 (1.42) | -0.01 (-0.39) | 0.10 (2.32) | 0.00 (0.16) | 0.03 (0.73) | 0.00 (0.13) |
| Percent of population with income above \$150,000 | 94.64 (2.26) | 105.85 (1.38) | 47.42 (1.08) | 160.99 (1.80) | 117.78 (2.15) | 157.05 (2.47) | 73.78 (0.96) |
| Percent of population with a bachelor's degree or higher | 36.29 (3.76) | 33.68 (1.89) | 28.69 (2.83) | 51.09 (2.47) | 45.61 (3.60) | 34.07 (2.33) | 55.50 (3.11) |
| Percent of classes taught by teachers certified for subject & grade | 0.09 (1.95) | 0.06 (0.84) | 0.11 (2.11) | 0.26 (2.80) | 0.19 (2.89) | 0.23 (2.92) | 0.22 (2.78) |
| Percent of classes taught by teachers with a major/minor in the subject they teach | -0.04 (-1.22) | -0.01 (-0.28) | 0.03 (0.72) | 0.04 (0.56) | 0.04 (0.82) | -0.07 (-1.43) | 0.04 (0.74) |
| Percent of teachers with a master's degree | 0.05 (3.65) | 0.25 (12.54) | 0.16 (10.27) | 0.28 (10.40) | 0.14 (7.54) | 0.14 (6.31) | 0.24 (10.28) |
| Volunteer hours per student | 0.05 (2.47) | -0.01 (-0.34) | -0.02 (-0.59) | 0.13 (2.88) | 0.01 (0.28) | 0.02 (0.43) | 0.13 (3.35) |
| Percent of students with at least one parent-teacher conference | 4.72 (7.75) | 10.48 (11.41) | 8.35 (11.69) | 19.79 (15.74) | 9.73 (11.16) | 8.21 (7.81) | 18.74 (17.58) |
| Elementary & Middle | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Elementary, Middle, & High | -0.39 (-0.85) | -1.37 (-2.03) | -3.93 (-7.21) | -7.72 (-8.09) | -1.22 (-1.84) | -0.69 (-0.88) | -6.71 (-8.30) |
| Middle & High | -0.60 (-0.55) | -3.59 (-2.10) | -0.17 (-0.14) | -4.87 (-2.14) | -2.91 (-1.93) | -3.92 (-2.24) | -1.37 (-0.70) |
| Middle | -4.99 (-2.63) | | | | | | |
| 301 to 600 | -2.84 (-2.27) | -9.84 (-5.01) | -4.61 (-3.40) | -12.87 (-5.14) | -3.98 (-2.39) | -6.57 (-3.25) | -9.40 (-4.41) |
| 601 to 900 | -2.92 (-2.23) | -7.38 (-3.54) | -5.08 (-3.58) | -10.81 (-4.08) | -4.73 (-2.70) | -5.12 (-2.43) | -9.08 (-4.02) |
| 901 to 1,200 | -1.84 (-1.35) | -3.31 (-1.52) | -2.56 (-1.73) | -3.68 (-1.33) | -3.37 (-1.84) | -3.44 (-1.56) | -2.88 (-1.22) |
| 1,201 to 1,500 | 1.01 (0.70) | 5.86 (2.57) | 1.85 (1.19) | 5.49 (1.89) | 2.02 (1.05) | 3.67 (1.59) | 5.87 (2.37) |
| 1,501 to 1,800 | 1.57 (1.04) | 8.15 (3.44) | 1.11 (0.68) | 2.31 (0.76) | 2.54 (1.26) | 3.07 (1.57) | 5.85 (2.26) |
| Over 1,800 | 2.28 (1.44) | 12.48 (5.02) | 2.85 (1.65) | 5.69 (1.78) | 5.65 (2.65) | 4.96 (1.94) | 11.10 (4.07) |

Table B.4
Performance Differences Across School Size
by Racial / Ethnic Groups and Participation in Free or Reduced Lunch Programs
(Elementary Schools)

| Variable | NRT 3 rd Grade | | Reading 4 th Grade | | Science 4 th Grade | | Arts & Humanities 5 th Grade | | Math 5 th Grade | | Practical Living & Vocational Skills 5 th Grade | | Social Studies 5 th Grade | |
|--------------------------------------------|------------------------------|---------|----------------------------------|---------|----------------------------------|---------|--------------------------------------------|---------|-------------------------------|---------|------------------------------------------------------------------|---------|-----------------------------------------|---------|
| | Estimate | t-stat | Estimate | t-stat | Estimate | t-stat | Estimate | t-stat | Estimate | t-stat | Estimate | t-stat | Estimate | t-stat |
| Asian | | | | | | | | | | | | | | |
| 301 to 600 | 10.27 | (2.25) | -1.90 | (-0.41) | -3.28 | (-0.74) | 11.19 | (1.12) | 13.11 | (2.08) | 8.67 | (0.91) | 6.49 | (1.20) |
| 601 to 900 | 9.17 | (1.87) | -3.89 | (-0.79) | -2.50 | (-0.53) | 12.61 | (1.18) | 12.26 | (1.83) | 10.03 | (0.98) | 8.32 | (1.44) |
| 901 to 1,200 | 17.16 | (1.73) | -8.79 | (-0.80) | -16.93 | (-1.68) | -54.67 | (-2.17) | 2.98 | (0.19) | -66.42 | (-2.73) | -49.84 | (-3.65) |
| 1,201 to 1,500 | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 1,501 to 1,800 | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Over 1,800 | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| African American | | | | | | | | | | | | | | |
| 301 to 600 | -0.78 | (-0.56) | -3.61 | (-2.59) | -4.46 | (-3.31) | -6.29 | (-2.28) | -4.71 | (-2.75) | -3.68 | (-1.41) | -3.36 | (-2.26) |
| 601 to 900 | 1.08 | (0.67) | -3.31 | (-2.05) | -2.05 | (-1.31) | -3.59 | (-1.13) | -5.10 | (-2.58) | -3.54 | (-1.18) | -2.49 | (-1.46) |
| 901 to 1,200 | 0.37 | (0.05) | -1.71 | (-0.23) | 0.03 | (0.00) | 1.27 | (0.07) | 20.56 | (1.78) | 18.84 | (1.07) | 10.32 | (1.03) |
| 1,201 to 1,500 | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 1,501 to 1,800 | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Over 1,800 | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Hispanic | | | | | | | | | | | | | | |
| 301 to 600 | 4.83 | (1.86) | 3.66 | (1.44) | 3.92 | (1.62) | 5.99 | (1.16) | 2.84 | (0.88) | 12.00 | (2.38) | -1.14 | (-0.38) |
| 601 to 900 | 8.27 | (2.74) | 4.21 | (1.43) | 4.88 | (1.75) | 12.55 | (2.09) | 0.12 | (0.03) | 8.18 | (1.39) | -1.37 | (-0.40) |
| 901 to 1,200 | 2.96 | (0.29) | 4.12 | (0.45) | -0.90 | (-0.11) | 17.56 | (0.68) | 3.92 | (0.24) | -3.87 | (-0.15) | 7.73 | (0.52) |
| 1,201 to 1,500 | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 1,501 to 1,800 | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Over 1,800 | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Participate in Free / Reduced Lunch | | | | | | | | | | | | | | |
| 301 to 600 | 0.01 | (0.02) | -1.32 | (-2.28) | -1.53 | (-2.74) | -0.93 | (-0.81) | 0.20 | (0.27) | -0.61 | (-0.56) | -0.05 | (-0.09) |
| 601 to 900 | -0.25 | (-0.31) | -2.35 | (-3.06) | -3.09 | (-4.19) | -2.89 | (-1.90) | -1.82 | (-1.91) | -3.49 | (-2.40) | -0.77 | (-0.95) |
| 901 to 1,200 | 3.73 | (1.43) | 0.27 | (0.11) | 0.09 | (0.04) | -19.13 | (-3.29) | -6.46 | (-1.77) | -3.11 | (-0.55) | -4.35 | (-1.41) |
| 1,201 to 1,500 | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 1,501 to 1,800 | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Over 1,800 | - | - | - | - | - | - | - | - | - | - | - | - | - | - |

Table B.5
Performance Differences Across School Size
by Racial / Ethnic Groups and Participation in Free or Reduced Lunch Programs
(Middle Schools)

| Variable | NRT 6 th Grade | | Reading 7 th Grade | | Science 7 th Grade | | Arts & Humanities 8 th Grade | | Math 8 th Grade | | Practical Living & Vocational Skills 8 th Grade | | Social Studies 8 th Grade | |
|--------------------------------------------|------------------------------|---------|----------------------------------|---------|----------------------------------|---------|--------------------------------------------|---------|-------------------------------|---------|------------------------------------------------------------------|---------|-----------------------------------------|---------|
| | Estimate | t-stat | Estimate | t-stat | Estimate | t-stat | Estimate | t-stat | Estimate | t-stat | Estimate | t-stat | Estimate | t-stat |
| Asian | | | | | | | | | | | | | | |
| 301 to 600 | -20.04 | (-2.50) | 2.73 | (0.31) | -9.68 | (-1.12) | -15.17 | (-0.87) | 0.36 | (0.04) | -26.99 | (-1.91) | -9.41 | (-0.79) |
| 601 to 900 | -18.68 | (-2.31) | 3.07 | (0.36) | -7.66 | (-0.90) | -8.92 | (-0.52) | -2.28 | (-0.27) | -28.09 | (-2.01) | -7.31 | (-0.62) |
| 901 to 1,200 | -20.80 | (-2.41) | 1.06 | (0.12) | -10.71 | (-1.21) | -8.77 | (-0.48) | -2.99 | (-0.34) | -29.56 | (-2.02) | -7.87 | (-0.63) |
| 1,201 to 1,500 | -28.67 | (-2.87) | -5.30 | (-0.53) | -19.24 | (-1.91) | -24.96 | (-1.19) | -6.37 | (-0.63) | -47.23 | (-2.81) | -27.44 | (-1.91) |
| 1,501 to 1,800 | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Over 1,800 | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| African American | | | | | | | | | | | | | | |
| 301 to 600 | 2.36 | (0.95) | 0.60 | (0.24) | -0.99 | (-0.37) | -1.63 | (-0.30) | -0.32 | (-0.10) | -0.67 | (-0.15) | 0.48 | (0.13) |
| 601 to 900 | 0.66 | (0.26) | 0.94 | (0.36) | -0.38 | (-0.14) | -1.50 | (-0.28) | -0.88 | (-0.27) | -1.84 | (-0.40) | 2.24 | (0.59) |
| 901 to 1,200 | 2.02 | (0.75) | 2.86 | (1.06) | 0.90 | (0.32) | 4.60 | (0.81) | 3.43 | (1.00) | 3.07 | (0.64) | 5.28 | (1.34) |
| 1,201 to 1,500 | 1.57 | (0.51) | 0.79 | (0.26) | -2.70 | (-0.84) | -3.12 | (-0.50) | 1.64 | (0.43) | -1.58 | (-0.30) | 2.38 | (0.55) |
| 1,501 to 1,800 | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Over 1,800 | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Hispanic | | | | | | | | | | | | | | |
| 301 to 600 | -2.96 | (-0.66) | 1.19 | (0.24) | 4.77 | (0.92) | 14.25 | (1.32) | 11.30 | (1.95) | 8.58 | (1.00) | 10.05 | (1.38) |
| 601 to 900 | -2.73 | (-0.59) | 1.35 | (0.28) | 4.23 | (0.82) | 14.20 | (1.32) | 14.04 | (2.44) | 6.41 | (0.75) | 11.97 | (1.65) |
| 901 to 1,200 | 0.14 | (0.03) | 0.28 | (0.05) | 1.11 | (0.19) | 19.08 | (1.63) | 14.73 | (2.37) | 9.26 | (1.00) | 14.50 | (1.84) |
| 1,201 to 1,500 | -0.56 | (-0.08) | -7.49 | (-1.15) | -4.01 | (-0.57) | 16.54 | (1.19) | 10.39 | (1.40) | -3.36 | (-0.30) | 5.36 | (0.57) |
| 1,501 to 1,800 | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Over 1,800 | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Participate in Free / Reduced Lunch | | | | | | | | | | | | | | |
| 301 to 600 | 0.89 | (1.04) | -0.93 | (-1.04) | 0.65 | (0.65) | -0.44 | (-0.22) | -0.49 | (-0.41) | -1.81 | (-1.13) | -0.49 | (-0.37) |
| 601 to 900 | -0.58 | (-0.58) | -1.03 | (-1.06) | 1.29 | (1.20) | -0.20 | (-0.09) | -0.79 | (-0.61) | -1.62 | (-0.93) | 1.48 | (1.03) |
| 901 to 1,200 | -0.33 | (-0.26) | -0.44 | (-0.38) | 2.18 | (1.72) | 6.37 | (2.51) | 2.75 | (1.79) | 1.98 | (0.96) | 4.67 | (2.78) |
| 1,201 to 1,500 | 2.10 | (1.24) | 0.07 | (0.05) | 1.97 | (1.19) | 5.85 | (1.75) | 2.84 | (1.40) | 0.61 | (0.22) | 5.92 | (2.68) |
| 1,501 to 1,800 | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Over 1,800 | - | - | - | - | - | - | - | - | - | - | - | - | - | - |

Table B.6
Performance Differences Across School Size
by Racial / Ethnic Groups and Participation in Free or Reduced Lunch Programs
(High Schools)

| Variable | NRT 9 th Grade | | Reading 10 th Grade | | Science 11 th Grade | | Arts & Humanities 11 th Grade | | Math 11 th Grade | | Practical Living & Vocational Skills 10 th Grade | | Social Studies 11 th Grade | |
|--------------------------------------------|------------------------------|---------|-----------------------------------|---------|-----------------------------------|---------|---------------------------------------------|---------|--------------------------------|---------|-------------------------------------------------------------------|---------|------------------------------------------|---------|
| | Estimate | t-stat | Estimate | t-stat | Estimate | t-stat | Estimate | t-stat | Estimate | t-stat | Estimate | t-stat | Estimate | t-stat |
| Asian | | | | | | | | | | | | | | |
| 301 to 600 | -17.27 | (-1.51) | -26.29 | (-1.58) | 12.91 | (1.06) | -8.70 | (-0.45) | 11.73 | (0.88) | -38.56 | (-2.06) | -5.28 | (-0.32) |
| 601 to 900 | -5.86 | (-0.51) | -29.08 | (-1.77) | 1.14 | (0.09) | -20.18 | (-1.05) | -2.77 | (-0.21) | -30.23 | (-1.65) | -15.95 | (-0.97) |
| 901 to 1,200 | -14.54 | (-1.27) | -40.02 | (-2.44) | 3.90 | (0.32) | -23.69 | (-1.23) | -11.33 | (-0.86) | -43.36 | (-2.38) | -14.63 | (-0.89) |
| 1,201 to 1,500 | -9.74 | (-0.83) | -29.40 | (-1.76) | 6.97 | (0.56) | -11.48 | (-0.58) | -0.21 | (-0.02) | -39.44 | (-2.11) | -5.95 | (-0.35) |
| 1,501 to 1,800 | -10.72 | (-0.90) | -29.21 | (-1.72) | 7.23 | (0.57) | -10.27 | (-0.51) | 1.48 | (0.11) | -41.51 | (-2.19) | -4.25 | (-0.25) |
| Over 1,800 | -6.65 | (-0.55) | -23.27 | (-1.35) | 6.37 | (0.49) | -3.87 | (-0.19) | 6.50 | (0.46) | -31.43 | (-1.63) | 2.71 | (0.15) |
| African American | | | | | | | | | | | | | | |
| 301 to 600 | -1.32 | (-0.39) | -7.66 | (-1.56) | 1.52 | (0.36) | -0.44 | (-0.07) | -3.14 | (-0.63) | -1.28 | (-0.24) | -4.89 | (-0.82) |
| 601 to 900 | -3.11 | (-0.92) | -8.39 | (-1.69) | -1.89 | (-0.45) | -5.13 | (-0.77) | -4.63 | (-0.92) | -1.92 | (-0.36) | -5.84 | (-0.96) |
| 901 to 1,200 | -2.52 | (-0.74) | -7.05 | (-1.41) | -3.14 | (-0.74) | -2.48 | (-0.37) | -5.63 | (-1.11) | -0.47 | (-0.09) | -4.58 | (-0.74) |
| 1,201 to 1,500 | 1.36 | (0.39) | 0.90 | (0.17) | 4.73 | (1.07) | 9.85 | (1.42) | 3.42 | (0.65) | 4.74 | (0.85) | 4.96 | (0.78) |
| 1,501 to 1,800 | 1.71 | (0.47) | -1.48 | (-0.28) | -3.74 | (-0.82) | -1.00 | (-0.14) | -2.53 | (-0.46) | 3.45 | (0.60) | -5.73 | (-0.87) |
| Over 1,800 | 2.07 | (0.55) | 3.03 | (0.54) | -2.69 | (-0.56) | 5.73 | (0.77) | 3.92 | (0.69) | 3.89 | (0.65) | 0.00 | (-0.00) |
| Hispanic | | | | | | | | | | | | | | |
| 301 to 600 | -2.33 | (-0.31) | 12.97 | (1.22) | -2.33 | (-0.23) | 16.39 | (1.04) | 3.06 | (0.27) | 15.59 | (1.30) | 0.63 | (0.04) |
| 601 to 900 | -0.63 | (-0.09) | 8.89 | (0.87) | -9.72 | (-1.00) | 4.79 | (0.31) | -1.95 | (-0.18) | 14.95 | (1.29) | -4.84 | (-0.35) |
| 901 to 1,200 | -3.26 | (-0.44) | 3.14 | (0.30) | -11.17 | (-1.15) | 2.66 | (0.17) | -4.18 | (-0.38) | 7.21 | (0.61) | -7.56 | (-0.55) |
| 1,201 to 1,500 | -3.35 | (-0.44) | 11.18 | (1.03) | -10.18 | (-1.01) | 7.80 | (0.49) | -3.38 | (-0.29) | 17.61 | (1.43) | -2.75 | (-0.19) |
| 1,501 to 1,800 | 3.48 | (0.44) | 13.95 | (1.25) | -3.67 | (-0.35) | 13.53 | (0.82) | 1.19 | (0.10) | 17.50 | (1.38) | -0.37 | (-0.02) |
| Over 1,800 | -5.78 | (-0.68) | 12.85 | (1.07) | -10.83 | (-0.97) | 6.05 | (0.34) | -7.66 | (-0.61) | 14.22 | (1.05) | -5.65 | (-0.36) |
| Participate in Free / Reduced Lunch | | | | | | | | | | | | | | |
| 301 to 600 | -0.70 | (-0.44) | -8.89 | (-3.55) | -3.72 | (-1.86) | -10.91 | (-3.34) | -5.11 | (-2.15) | -3.63 | (-1.40) | -10.44 | (-3.72) |
| 601 to 900 | -1.83 | (-1.11) | -8.29 | (-3.19) | -4.07 | (-1.97) | -9.89 | (-2.92) | -5.06 | (-2.06) | -2.22 | (-0.83) | -10.47 | (-3.59) |
| 901 to 1,200 | -1.52 | (-0.89) | -5.44 | (-2.01) | -3.41 | (-1.58) | -6.30 | (-1.79) | -6.09 | (-2.38) | -2.18 | (-0.79) | -8.35 | (-2.75) |
| 1,201 to 1,500 | 1.37 | (0.76) | 4.25 | (1.48) | 1.37 | (0.59) | 3.20 | (0.85) | -0.20 | (-0.07) | 4.11 | (1.39) | -0.53 | (-0.16) |
| 1,501 to 1,800 | 1.69 | (0.87) | 2.98 | (0.97) | -2.15 | (-0.87) | -1.50 | (-0.37) | -2.81 | (-0.95) | 1.55 | (0.49) | -3.57 | (-1.02) |
| Over 1,800 | 1.40 | (0.66) | 7.92 | (2.34) | -0.33 | (-0.12) | 1.56 | (0.35) | 1.80 | (0.55) | 4.48 | (1.26) | 0.26 | (0.07) |

Table B.7
School-level Analysis
(Elementary Schools, Norm-referenced Test)

| Variable | Reading 3 rd Grade | | Math 3 rd Grade | | Language 3 rd Grade | |
|------------------------------------------------------------------------------------|----------------------------------|----------|-------------------------------|---------|-----------------------------------|---------|
| | Estimate | t-stat | Estimate | t-stat | Estimate | t-stat |
| Intercept | 57.44 | (5.33) | (50.41) | (4.38) | (50.15) | (4.60) |
| Student-Teacher Ratio | -0.07 | (-0.70) | (-0.21) | (-1.82) | (0.01) | (0.05) |
| Student-Computer Ratio | -0.03 | (-2.21) | (-0.04) | (-2.15) | (-0.03) | (-2.22) |
| Limited English Proficiency (Percent) | -0.04 | (-0.34) | (-0.02) | (-0.11) | (-0.03) | (-0.20) |
| Migrant (Percent) | -0.16 | (-1.62) | (-0.16) | (-1.53) | (-0.23) | (-2.34) |
| Free or Reduced Lunch (Percent) | -0.19 | (-10.45) | (-0.20) | (-9.54) | (-0.18) | (-9.58) |
| Students with Disabilities (Percent) | 0.02 | (0.49) | (0.07) | (1.56) | (0.00) | (0.07) |
| Asian (Percent) | 24.39 | (1.21) | (49.07) | (2.15) | (41.22) | (1.95) |
| Hispanic (Percent) | -27.72 | (-2.17) | (-20.97) | (-1.48) | (-24.97) | (-1.89) |
| Black (Percent) | -25.31 | (-10.36) | (-24.75) | (-8.83) | (-21.36) | (-8.21) |
| Percent of population with income above \$150,000 | -20.02 | (-1.12) | (-19.46) | (-0.94) | (-19.15) | (-1.00) |
| Percent of population with a bachelor's degree or higher | 18.02 | (2.79) | (16.26) | (2.18) | (13.75) | (1.99) |
| Percent of classes taught by teachers certified for subject & grade | 0.00 | (0.01) | (0.13) | (1.20) | (0.07) | (0.71) |
| Percent of classes taught by teachers with a major/minor in the subject they teach | 0.06 | (1.48) | (0.04) | (0.83) | (0.03) | (0.69) |
| Percent of teachers with a master's degree | 0.09 | (5.59) | (0.10) | (5.24) | (0.09) | (5.49) |
| Volunteer hours per student | 0.05 | (1.24) | (0.05) | (1.12) | (0.03) | (0.77) |
| Percent of students with at least one parent-teacher conference | 2.26 | (1.87) | (1.58) | (1.20) | (2.66) | (2.15) |
| 301 to 600 | 0.77 | (1.28) | (0.62) | (0.93) | (0.38) | (0.61) |
| 601 to 900 | 1.30 | (1.47) | (0.84) | (0.85) | (0.61) | (0.66) |
| 901 to 1,200 | 0.63 | (0.17) | (2.56) | (0.63) | (0.35) | (0.09) |
| 1,201 to 1,500 | - | - | - | - | - | - |
| 1,501 to 1,800 | - | - | - | - | - | - |
| Over 1,800 | - | - | - | - | - | - |

Continued on next page.

**Table B.7 (cont.)
School-level Analysis
(Elementary Schools, Kentucky Core Content Tests)**

| Variable | Reading 4 th Grade | | Science 4 th Grade | | Arts & Humanities 5 th Grade | | Math 5 th Grade | | Practical Living & Vocational Skills 5 th Grade | | Social Studies 5 th Grade | | Writing 4 th Grade | |
|------------------------------------------------------------------------------------|----------------------------------|----------|----------------------------------|---------|--------------------------------------------|----------|-------------------------------|----------|------------------------------------------------------------------|----------|-----------------------------------------|---------|----------------------------------|---------|
| | Estimate | t-stat | Estimate | t-stat | Estimate | t-stat | Estimate | t-stat | Estimate | t-stat | Estimate | t-stat | Estimate | t-stat |
| Intercept | 92.85 | (10.03) | 86.44 | (6.28) | 52.77 | (4.75) | 72.31 | (6.34) | 86.70 | (8.20) | 77.91 | (6.44) | 57.65 | (5.68) |
| Student-Teacher Ratio | -0.21 | (-2.11) | -0.44 | (-3.82) | -0.43 | (-3.31) | -0.43 | (-3.35) | -0.45 | (-3.79) | -0.56 | (-4.01) | -0.22 | (-1.95) |
| Student-Computer Ratio | -0.03 | (-2.12) | -0.02 | (-1.47) | -0.03 | (-1.70) | -0.03 | (-1.65) | -0.02 | (-1.17) | -0.02 | (-0.84) | 0.01 | (0.44) |
| Limited English Proficiency (Percent) | 0.18 | (1.47) | 0.26 | (1.88) | 0.28 | (1.75) | 0.40 | (2.55) | 0.15 | (1.01) | 0.35 | (2.06) | 0.11 | (0.78) |
| Migrant (Percent) | -0.23 | (-2.50) | -0.15 | (-1.43) | -0.42 | (-3.51) | -0.36 | (-3.05) | -0.37 | (-3.34) | -0.23 | (-1.78) | -0.40 | (-3.89) |
| Free or Reduced Lunch (Percent) | -0.19 | (-10.91) | -0.18 | (-8.52) | -0.25 | (-10.51) | -0.26 | (-11.34) | -0.26 | (-12.48) | -0.25 | (-9.83) | -0.02 | (-1.08) |
| Students with Disabilities (Percent) | 0.14 | (3.56) | 0.19 | (4.03) | 0.23 | (4.40) | 0.17 | (3.25) | 0.19 | (3.76) | 0.13 | (2.33) | 0.18 | (3.95) |
| Asian (Percent) | 33.87 | (1.76) | 64.85 | (2.77) | 68.82 | (2.60) | 84.37 | (3.30) | 52.29 | (2.25) | 57.79 | (2.07) | 61.67 | (2.53) |
| Hispanic (Percent) | -6.66 | (-0.55) | -9.40 | (-0.66) | -6.27 | (-0.39) | -17.89 | (-1.12) | -2.23 | (-0.15) | -20.84 | (-1.21) | 21.19 | (1.48) |
| Black (Percent) | -18.94 | (-7.95) | -26.97 | (-9.33) | -20.94 | (-6.43) | -19.77 | (-6.31) | -18.31 | (-6.55) | -24.02 | (-6.97) | -17.67 | (-5.73) |
| Percent of population with income above \$150,000 | 9.26 | (0.53) | 23.42 | (1.09) | 28.93 | (1.19) | 26.68 | (1.15) | 11.62 | (0.57) | 10.50 | (0.41) | 41.05 | (1.76) |
| Percent of population with a bachelor's degree or higher | 3.56 | (0.56) | -1.71 | (-0.22) | 6.65 | (0.77) | 12.10 | (1.46) | 3.68 | (0.50) | 12.48 | (1.36) | -8.80 | (-1.07) |
| Percent of classes taught by teachers certified for subject & grade | -0.08 | (-0.92) | -0.06 | (-0.64) | 0.03 | (0.26) | 0.02 | (0.23) | -0.05 | (-0.53) | 0.02 | (0.17) | -0.02 | (-0.23) |
| Percent of classes taught by teachers with a major/minor in the subject they teach | 0.05 | (1.32) | 0.10 | (2.44) | 0.08 | (1.80) | 0.04 | (0.97) | 0.09 | (2.21) | 0.05 | (1.05) | 0.09 | (2.11) |
| Percent of teachers with a master's degree | 0.07 | (4.49) | 0.09 | (5.18) | 0.09 | (4.26) | 0.06 | (3.04) | 0.06 | (3.03) | 0.10 | (4.70) | 0.08 | (4.73) |
| Volunteer hours per student | 0.08 | (2.33) | 0.09 | (2.25) | 0.11 | (2.50) | 0.16 | (3.67) | 0.14 | (3.43) | 0.14 | (3.01) | 0.10 | (2.63) |
| Percent of students with at least one parent-teacher conference | 3.35 | (3.04) | 2.31 | (1.82) | 4.21 | (2.93) | 5.05 | (3.49) | 4.22 | (3.16) | 4.20 | (2.71) | 1.47 | (1.17) |
| 301 to 600 | -0.43 | (-0.76) | -0.50 | (-0.75) | -0.44 | (-0.58) | 0.31 | (0.41) | 0.39 | (0.57) | 0.14 | (0.18) | 0.75 | (1.11) |
| 601 to 900 | -0.59 | (-0.71) | -0.60 | (-0.61) | -0.63 | (-0.57) | 0.35 | (0.32) | -0.80 | (-0.80) | 0.27 | (0.23) | 1.14 | (1.14) |
| 901 to 1,200 | -2.66 | (-0.77) | -3.92 | (-0.99) | -0.25 | (-0.05) | -0.82 | (-0.17) | 1.61 | (0.36) | -2.73 | (-0.52) | 3.08 | (0.78) |
| 1,201 to 1,500 | - | - | - | - | 4.37 | (0.32) | 4.28 | (0.33) | 5.06 | (0.42) | 4.20 | (0.30) | - | - |
| 1,501 to 1,800 | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Over 1,800 | - | - | - | - | - | - | - | - | - | - | - | - | - | - |

Table B.8
School-level Analysis
(Middle Schools, Norm-referenced Test)

| Variable | Reading 6 th Grade | | Math 6 th Grade | | Language 6 th Grade | |
|------------------------------------------------------------------------------------|----------------------------------|---------|-------------------------------|---------|-----------------------------------|---------|
| | Estimate | t-stat | Estimate | t-stat | Estimate | t-stat |
| Intercept | 33.63 | (4.64) | (32.76) | (3.50) | (27.49) | (3.58) |
| Student-Teacher Ratio | -0.05 | (-0.40) | (-0.04) | (-0.28) | (0.03) | (0.25) |
| Student-Computer Ratio | 0.00 | (0.23) | (-0.00) | (-0.21) | (0.01) | (0.76) |
| Limited English Proficiency (Percent) | -0.27 | (-1.29) | (-0.00) | (-0.02) | (-0.18) | (-0.82) |
| Migrant (Percent) | -0.16 | (-1.54) | (-0.15) | (-1.14) | (-0.12) | (-1.13) |
| Free or Reduced Lunch (Percent) | -0.18 | (-8.84) | (-0.22) | (-8.24) | (-0.19) | (-8.75) |
| Students with Disabilities (Percent) | 0.05 | (0.88) | (0.09) | (1.28) | (0.01) | (0.25) |
| Asian (Percent) | 84.28 | (2.21) | (102.16) | (2.02) | (100.39) | (2.52) |
| Hispanic (Percent) | 11.86 | (0.60) | (12.05) | (0.46) | (7.99) | (0.39) |
| Black (Percent) | -34.33 | (-9.97) | (-36.60) | (-7.90) | (-30.38) | (-8.50) |
| Percent of population with income above \$150,000 | -12.99 | (-0.77) | (-24.39) | (-1.06) | (-9.84) | (-0.56) |
| Percent of population with a bachelor's degree or higher | 32.02 | (4.29) | (45.98) | (4.56) | (33.30) | (4.30) |
| Percent of classes taught by teachers certified for subject & grade | 0.18 | (2.70) | (0.15) | (1.72) | (0.20) | (2.74) |
| Percent of classes taught by teachers with a major/minor in the subject they teach | 0.08 | (4.17) | (0.09) | (3.53) | (0.08) | (3.79) |
| Percent of teachers with a master's degree | 0.06 | (3.65) | (0.06) | (3.01) | (0.05) | (2.85) |
| Volunteer hours per student | 0.04 | (1.01) | (0.07) | (1.38) | (0.08) | (2.04) |
| Percent of students with at least one parent-teacher conference | 2.14 | (2.05) | (3.22) | (2.36) | (2.41) | (2.20) |
| 301 to 600 | -0.74 | (-1.06) | (-0.70) | (-0.76) | (-0.23) | (-0.32) |
| 601 to 900 | -2.03 | (-2.20) | (-1.84) | (-1.50) | (-1.21) | (-1.25) |
| 901 to 1,200 | -1.76 | (-1.26) | (-0.69) | (-0.37) | (-1.35) | (-0.93) |
| 1,201 to 1,500 | -2.65 | (-1.01) | -0.84 | (-0.24) | -0.77 | (-0.28) |
| 1,501 to 1,800 | - | - | - | - | - | - |
| Over 1,800 | - | - | - | - | - | - |

Continued on next page.

Table B.8 (cont.)
School-level Analysis
(Middle Schools, Kentucky Core Content Tests)

| Variable | Reading 7 th Grade | | Science 7 th Grade | | Arts & Humanities 8 th Grade | | Math 8 th Grade | | Practical Living & Vocational Skills 8 th Grade | | Social Studies 8 th Grade | | Writing 7 th Grade | |
|------------------------------------------------------------------------------------|----------------------------------|---------|----------------------------------|---------|--------------------------------------------|---------|-------------------------------|---------|------------------------------------------------------------------|---------|-----------------------------------------|---------|----------------------------------|---------|
| | Estimate | t-stat | Estimate | t-stat | Estimate | t-stat | Estimate | t-stat | Estimate | t-stat | Estimate | t-stat | Estimate | t-stat |
| Intercept | 69.69 | (9.24) | 62.56 | (6.25) | 41.07 | (3.72) | 40.21 | (4.52) | 47.38 | (5.19) | 46.91 | (5.38) | 22.36 | (2.15) |
| Student-Teacher Ratio | 0.07 | (0.54) | 0.08 | (0.46) | -0.02 | (-0.08) | 0.14 | (0.86) | -0.02 | (-0.10) | 0.09 | (0.58) | 0.10 | (0.54) |
| Student-Computer Ratio | 0.00 | (0.33) | 0.00 | (-0.03) | -0.06 | (-3.39) | -0.06 | (-3.69) | -0.05 | (-3.12) | -0.05 | (-3.68) | 0.02 | (1.06) |
| Limited English Proficiency (Percent) | -0.44 | (-1.61) | -0.09 | (-0.24) | -0.23 | (-0.56) | 0.02 | (0.06) | -0.09 | (-0.27) | -0.07 | (-0.21) | -0.63 | (-1.63) |
| Migrant (Percent) | -0.10 | (-0.76) | 0.07 | (0.39) | -0.33 | (-1.74) | -0.54 | (-3.50) | -0.23 | (-1.46) | -0.23 | (-1.54) | -0.58 | (-3.19) |
| Free or Reduced Lunch (Percent) | -0.09 | (-3.65) | -0.15 | (-4.52) | -0.27 | (-8.03) | -0.25 | (-8.50) | -0.21 | (-7.54) | -0.22 | (-8.01) | 0.03 | (0.93) |
| Students with Disabilities (Percent) | 0.18 | (2.56) | 0.34 | (3.47) | 0.28 | (2.71) | 0.23 | (2.64) | 0.17 | (2.01) | 0.13 | (1.57) | 0.30 | (3.01) |
| Asian (Percent) | 80.65 | (1.87) | 66.41 | (1.12) | 174.05 | (2.85) | 155.10 | (2.91) | 134.72 | (2.64) | 130.85 | (2.58) | 72.07 | (1.20) |
| Hispanic (Percent) | 20.86 | (0.89) | -0.79 | (-0.02) | 56.55 | (1.67) | 28.54 | (0.99) | 15.58 | (0.56) | 16.18 | (0.59) | 32.90 | (1.00) |
| Black (Percent) | -27.25 | (-7.24) | -38.62 | (-7.39) | -28.23 | (-5.36) | -26.14 | (-5.54) | -28.67 | (-6.35) | -29.53 | (-6.63) | -34.30 | (-6.59) |
| Percent of population with income above \$150,000 | 2.35 | (0.13) | -20.52 | (-0.81) | 9.72 | (0.40) | 0.81 | (0.04) | -3.78 | (-0.18) | 2.61 | (0.12) | 8.13 | (0.33) |
| Percent of population with a bachelor's degree or higher | 35.96 | (4.28) | 47.91 | (4.09) | 26.87 | (2.34) | 35.36 | (3.39) | 35.96 | (3.63) | 33.91 | (3.46) | 28.46 | (2.46) |
| Percent of classes taught by teachers certified for subject & grade | 0.01 | (0.21) | -0.07 | (-0.79) | 0.17 | (1.75) | 0.15 | (1.94) | 0.12 | (1.44) | 0.14 | (1.83) | 0.10 | (1.11) |
| Percent of classes taught by teachers with a major/minor in the subject they teach | 0.05 | (2.72) | 0.02 | (0.86) | 0.14 | (4.64) | 0.11 | (4.68) | 0.11 | (4.56) | 0.08 | (3.52) | 0.10 | (3.68) |
| Percent of teachers with a master's degree | 0.06 | (3.08) | 0.11 | (4.09) | 0.08 | (2.80) | 0.08 | (3.34) | 0.07 | (3.23) | 0.10 | (4.55) | 0.06 | (2.06) |
| Volunteer hours per student | 0.00 | (-0.04) | 0.09 | (1.28) | 0.05 | (0.76) | 0.09 | (1.44) | 0.09 | (1.46) | 0.03 | (0.58) | 0.02 | (0.32) |
| Percent of students with at least one parent-teacher conference | 1.74 | (1.44) | 2.82 | (1.74) | 1.21 | (0.69) | 0.70 | (0.49) | 2.07 | (1.44) | 0.75 | (0.53) | 1.68 | (1.00) |
| 301 to 600 | 0.01 | (0.01) | 1.89 | (1.48) | 0.01 | (0.01) | -2.27 | (-1.98) | -0.42 | (-0.38) | -0.68 | (-0.63) | -0.90 | (-0.70) |
| 601 to 900 | -0.03 | (-0.02) | 1.31 | (0.87) | -1.20 | (-0.78) | -3.81 | (-2.82) | -1.11 | (-0.85) | -1.63 | (-1.27) | -2.77 | (-1.83) |
| 901 to 1,200 | 0.45 | (0.29) | 3.15 | (1.51) | -0.02 | (-0.01) | -2.56 | (-1.39) | 0.31 | (0.17) | -0.87 | (-0.50) | -3.35 | (-1.59) |
| 1,201 to 1,500 | -0.73 | (-0.27) | 4.22 | (1.18) | -2.07 | (-0.57) | -4.51 | (-1.48) | -2.58 | (-0.84) | -3.50 | (-1.18) | -2.28 | (-0.63) |
| 1,501 to 1,800 | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Over 1,800 | - | - | - | - | - | - | - | - | - | - | - | - | - | - |

Table B.9
School-level Analysis
(High Schools, Norm-referenced Test)

| Variable | Reading 9 th Grade | | Math 9 th Grade | | Language 9 th Grade | |
|------------------------------------------------------------------------------------|----------------------------------|---------|-------------------------------|---------|-----------------------------------|---------|
| | Estimate | t-stat | Estimate | t-stat | Estimate | t-stat |
| Intercept | 55.20 | (6.57) | 44.47 | (4.74) | 59.83 | (6.48) |
| Student-Teacher Ratio | 0.10 | (0.82) | 0.25 | (1.70) | 0.09 | (0.66) |
| Student-Computer Ratio | 0.00 | (0.19) | 0.03 | (1.09) | 0.01 | (0.33) |
| Limited English Proficiency (Percent) | -0.26 | (-1.18) | 0.06 | (0.25) | -0.09 | (-0.36) |
| Migrant (Percent) | 0.03 | (0.10) | 0.26 | (0.72) | 0.08 | (0.22) |
| Free or Reduced Lunch (Percent) | -0.17 | (-6.69) | -0.24 | (-8.08) | -0.17 | (-5.93) |
| Students with Disabilities (Percent) | -0.12 | (-1.45) | -0.06 | (-0.64) | -0.11 | (-1.19) |
| Asian (Percent) | 137.50 | (4.01) | 130.58 | (3.12) | 163.99 | (4.21) |
| Hispanic (Percent) | 9.89 | (0.36) | 12.61 | (0.39) | -19.32 | (-0.63) |
| Black (Percent) | -23.57 | (-6.43) | -30.50 | (-6.65) | -26.03 | (-6.18) |
| Percent of population with income above \$150,000 | 70.03 | (2.18) | 95.80 | (2.35) | 72.28 | (1.94) |
| Percent of population with a bachelor's degree or higher | 16.91 | (2.11) | 19.68 | (1.94) | 24.33 | (2.63) |
| Percent of classes taught by teachers certified for subject & grade | -0.08 | (-0.95) | -0.03 | (-0.30) | -0.18 | (-1.92) |
| Percent of classes taught by teachers with a major/minor in the subject they teach | 0.10 | (1.72) | 0.08 | (1.27) | 0.08 | (1.32) |
| Percent of teachers with a master's degree | 0.02 | (0.69) | 0.04 | (1.36) | 0.01 | (0.56) |
| Volunteer hours per student | 0.04 | (0.72) | 0.10 | (1.49) | 0.03 | (0.54) |
| Percent of students with at least one parent-teacher conference | 2.33 | (2.02) | 2.61 | (1.94) | 2.83 | (2.21) |
| 301 to 600 | -1.66 | (-1.36) | -0.84 | (-0.57) | -0.48 | (-0.35) |
| 601 to 900 | -2.80 | (-2.20) | -2.50 | (-1.62) | -1.84 | (-1.27) |
| 901 to 1,200 | -4.17 | (-3.04) | -3.79 | (-2.28) | -2.84 | (-1.83) |
| 1,201 to 1,500 | -2.73 | (-1.76) | -1.46 | (-0.78) | -1.28 | (-0.73) |
| 1,501 to 1,800 | -1.87 | (-1.09) | 0.12 | (0.06) | -0.68 | (-0.35) |
| Over 1,800 | -1.69 | (-0.77) | 0.61 | (0.23) | -0.04 | (-0.01) |

Continued on next page.

**Table B.9 (cont.)
School-level Analysis
(High Schools, Kentucky Core Content Tests)**

| Variable | Reading 10 th Grade | | Science 11 th Grade | | Arts & Humanities 11 th Grade | | Math 11 th Grade | | Practical Living & Vocational Skills 10 th Grade | | Social Studies 11 th Grade | | Writing 12 th Grade | |
|------------------------------------------------------------------------------------|-----------------------------------|---------|-----------------------------------|---------|---------------------------------------------|---------|--------------------------------|---------|-------------------------------------------------------------------|---------|------------------------------------------|---------|-----------------------------------|---------|
| | Estimate | t-stat | Estimate | t-stat | Estimate | t-stat | Estimate | t-stat | Estimate | t-stat | Estimate | t-stat | Estimate | t-stat |
| Intercept | 54.29 | (4.74) | 49.42 | (5.12) | 26.09 | (1.86) | 31.22 | (2.88) | 57.52 | (5.56) | 40.25 | (3.20) | 33.58 | (3.02) |
| Student-Teacher Ratio | 0.25 | (1.40) | 0.09 | (0.61) | 0.51 | (2.42) | 0.44 | (2.69) | 0.35 | (2.20) | -0.09 | (-0.49) | 0.40 | (2.35) |
| Student-Computer Ratio | 0.02 | (0.60) | 0.02 | (0.59) | 0.08 | (1.88) | 0.06 | (1.93) | 0.02 | (0.63) | 0.05 | (1.41) | 0.04 | (1.22) |
| Limited English Proficiency (Percent) | -0.32 | (-1.04) | -0.34 | (-1.34) | -0.28 | (-0.77) | -0.14 | (-0.51) | -0.24 | (-0.88) | -0.83 | (-2.43) | -0.11 | (-0.36) |
| Migrant (Percent) | -0.12 | (-0.32) | -0.04 | (-0.13) | -0.20 | (-0.46) | 0.27 | (0.78) | 0.04 | (0.11) | -0.12 | (-0.29) | -0.26 | (-0.75) |
| Free or Reduced Lunch (Percent) | -0.12 | (-3.50) | -0.15 | (-5.52) | -0.15 | (-3.84) | -0.20 | (-6.20) | -0.15 | (-5.29) | -0.12 | (-3.19) | -0.03 | (-0.89) |
| Students with Disabilities (Percent) | 0.12 | (1.14) | -0.02 | (-0.22) | -0.03 | (-0.26) | 0.15 | (1.43) | 0.13 | (1.35) | -0.03 | (-0.27) | -0.02 | (-0.18) |
| Asian (Percent) | 188.67 | (3.93) | 152.33 | (4.00) | 242.00 | (4.39) | 183.57 | (4.00) | 131.64 | (3.16) | 209.90 | (3.95) | 115.19 | (2.60) |
| Hispanic (Percent) | 95.11 | (2.49) | 67.43 | (2.19) | 84.69 | (1.91) | 73.84 | (2.07) | 53.31 | (1.59) | 140.87 | (3.35) | 84.14 | (2.36) |
| Black (Percent) | -22.98 | (-4.66) | -28.24 | (-7.33) | -24.65 | (-4.38) | -24.71 | (-5.07) | -26.96 | (-6.39) | -27.83 | (-5.09) | -11.45 | (-2.55) |
| Percent of population with income above \$150,000 | 83.17 | (1.96) | 50.06 | (1.52) | 107.74 | (2.24) | 88.66 | (2.08) | 65.29 | (1.81) | 50.46 | (1.07) | -5.20 | (-0.14) |
| Percent of population with a bachelor's degree or higher | 20.24 | (1.91) | 23.79 | (2.90) | 25.77 | (2.14) | 33.13 | (3.11) | 23.15 | (2.57) | 36.44 | (3.10) | 26.94 | (2.81) |
| Percent of classes taught by teachers certified for subject & grade | -0.07 | (-0.64) | 0.08 | (0.89) | 0.23 | (1.62) | 0.11 | (1.02) | -0.02 | (-0.18) | 0.17 | (1.35) | 0.08 | (0.73) |
| Percent of classes taught by teachers with a major/minor in the subject they teach | 0.13 | (1.68) | 0.04 | (0.60) | 0.07 | (0.71) | 0.08 | (1.08) | 0.08 | (1.20) | 0.07 | (0.81) | 0.14 | (1.90) |
| Percent of teachers with a master's degree | 0.10 | (3.12) | 0.06 | (2.22) | 0.05 | (1.33) | 0.06 | (2.02) | 0.09 | (3.11) | 0.07 | (2.16) | 0.00 | (-0.04) |
| Volunteer hours per student | 0.11 | (1.38) | 0.06 | (0.89) | 0.08 | (0.89) | 0.09 | (1.29) | 0.13 | (1.92) | 0.14 | (1.63) | 0.18 | (2.45) |
| Percent of students with at least one parent-teacher conference | 2.66 | (1.66) | 5.44 | (4.14) | 7.05 | (3.71) | 6.57 | (4.38) | 4.85 | (3.41) | 7.18 | (4.07) | 3.04 | (2.00) |
| 301 to 600 | -1.19 | (-0.75) | -0.88 | (-0.69) | -4.00 | (-2.15) | -1.79 | (-1.16) | -1.95 | (-1.40) | -1.17 | (-0.66) | -1.11 | (-0.75) |
| 601 to 900 | -2.31 | (-1.38) | -2.79 | (-2.08) | -6.05 | (-3.10) | -2.45 | (-1.49) | -2.48 | (-1.70) | -2.73 | (-1.47) | -3.57 | (-2.30) |
| 901 to 1,200 | -3.52 | (-1.94) | -3.60 | (-2.48) | -6.54 | (-3.10) | -4.37 | (-2.47) | -3.25 | (-2.07) | -3.07 | (-1.53) | -5.28 | (-3.14) |
| 1,201 to 1,500 | -2.56 | (-1.23) | -2.37 | (-1.43) | -6.11 | (-2.53) | -2.37 | (-1.18) | -2.69 | (-1.49) | -0.82 | (-0.36) | -4.36 | (-2.27) |
| 1,501 to 1,800 | -1.16 | (-0.51) | -1.59 | (-0.87) | -5.97 | (-2.24) | -0.27 | (-0.12) | -2.53 | (-1.27) | 0.33 | (0.13) | -2.49 | (-1.17) |
| Over 1,800 | -0.50 | (-0.17) | -1.38 | (-0.57) | -3.93 | (-1.12) | 1.37 | (0.48) | -2.68 | (-1.02) | 2.72 | (0.82) | -2.95 | (-1.05) |