

Kentucky High School Feedback Report on College Going and Success

High School Graduating Class of 2019

Technical Notes and User's Guide

The Kentucky High School Feedback Report on College Going and Success for the Class of 2018-2019 is produced by the Kentucky Center for Statistics (KYSTATS) utilizing data from the Kentucky Longitudinal Data System (KLDS). The KLDS includes data from the Kentucky Department of Education (KDE), the Council on Postsecondary Education (CPE), and the Kentucky Higher Education Assistance Authority (KHEAA).

The purpose of this report is to provide comparative information about college going and success for Kentucky's public high school graduates. These data are provided by matching actual student-level electronic records from KDE with official enrollment records from CPE. The college going section of the report focuses on students who graduated from public high schools in 2018-19 and were enrolled at a college or university during the 2019-20 academic year. **First year success looks at the subgroup of graduates who enrolled at in-state public colleges and universities only.**

The Kentucky High School Feedback Report on College Going and Success includes individual reports for all public high schools in Kentucky with a class of graduating students in 2018-19. High school feedback reports are not produced for Kentucky's alternative schools; however, district-level and state-level totals may include alternative high school values. Graduates from A6 schools are not included in district totals, but are included in state totals. As a result, values for individual schools may not sum to values reported for districts and values for individual districts may not sum to values reported for the state.

Occasionally, data from one source will not conform to data from another source because of differences in student cohorts, how variables are defined, the treatment of missing data, and other factors. This means that data published in this report may not be comparable to data published in other reports. Values that are not available or are suppressed to preserve individual privacy are represented by an asterisk (*). The rules for suppressing and redacting sensitive data are found at the end of this document.

Page 1: Overall, how do graduates from this school compare to others in Kentucky?

This page provides an overview of this school's graduating class of 2018-19 and highlights some important statistics about the school, district and state. Students' performance information includes the graduation rate, as reported from KDE's Adjusted Five-Year Cohort Graduation Rate, the percent of these graduates who enrolled in an Advanced Placement (AP) course while in high school, the percent who earned an industry certificate, the percent who earned college credit prior to graduation, and academic information from the graduates' junior year (2017-18) ACT scores during the statewide administration. Some students do retake the ACT and their scores are different from those used in this report; however,

according to KDE, these junior year scores are the most complete and comparable scores to use. This page also includes information on in-state college going rates. The Quick Statistics box provides important college and career readiness information and college going rates for different subgroups of graduates.

1. **Number of high school graduates:** High school graduate counts are the number of students who were indicated as graduates from public high schools. These totals do not include graduates from career high schools.
2. **Average high school GPA:** Calculated as the mean, cumulative GPA for public high school graduates.
3. **Percent of students in the class who were eligible for free or reduced lunch:** The percentage of public high school graduates who were indicated as eligible for free or reduced price lunch.
4. **Average junior year ACT scores for this class:** Calculated as the mean ACT score from the junior year statewide ACT administration for these public high school graduates.
5. **Percent of these graduates who enrolled in at least one Advanced Placement (AP) course:** Calculated as the number of graduates who took an Advanced Placement (AP) course at any point during high school (determined using KDE's official transcript records) divided by the total number of graduates.
6. **Percent of these graduates earning college credit prior to graduation:** Calculated as the total number of graduates who earned college credit prior to graduation divided by the total number of graduates. Graduates were considered to have earned college credit prior to graduation if they met one or more of the following criteria: received a passing score of 3 or higher on any AP exam; earned at least one Career and Technical Education (CTE) industry certificate; or attempted and passed at least one dual credit/dual enrollment course at an in-state public postsecondary institution.
7. **Percent of these graduates earning an industry certificate:** Calculated as the number of graduates who earned at least one CTE industry certificate at any point during high school (determined using records from KDE's Technical Education Data System) divided by the total number of graduates.
8. **Percent of these graduates who were ready for college and/or career (as defined by KDE):** Calculated as the number of graduates who were ready for college and/or career divided by the total number of graduates whose college readiness status was available. College readiness is defined by KDE and indicates that a graduate met Kentucky benchmarks for English (18), mathematics (19), and reading (20) on any administration of the ACT or passed a college placement test (Compass or KYOTE). Career readiness is defined by KDE and indicates that a graduate met benchmarks for Career Ready Academic (ASVAB or ACT WorkKeys) and Career Ready Technical (KOSSA or received an industry-recognized career certificate).
9. **Overall college-going rates for graduates from this class:** The percentage of public high school graduates who enrolled at a college or university at any point during the academic year immediately following high school graduation. Graduates enrolling at more than one postsecondary institution are counted only once.

Quick Statistics

High school graduation rate (cohort): The Five-Year Adjusted Cohort Graduation Rate for public high school graduates as provided by KDE.

Percent of graduates ready for college: Calculated as the number of graduates who were ready for college divided by the total number of graduates whose college readiness status was available. College readiness is defined by KDE and indicates that a graduate met Kentucky benchmarks for English (18), mathematics (19), and reading (20) on any administration of the ACT or passed a college placement test (Compass or KYOTE).

Percent of graduates ready for career: Calculated as the number of graduates who were ready for career divided by the total number of graduates whose career readiness status was available. Career readiness is defined by KDE and indicates that a graduate met benchmarks for Career Ready Academic (ASVAB or ACT WorkKeys) and Career Ready Technical (KOSSA or received an industry-recognized career certificate).

Percent of graduates ready for college and/or career: Calculated as the number of graduates who were ready for college and/or career divided by the total number of graduates whose college/career readiness status was available. College and career readiness are defined by KDE. College readiness indicates that a graduate met Kentucky benchmarks for English (18), mathematics (19), and reading (20) on any administration of the ACT or passed a college placement test (Compass or KYOTE). Career readiness indicates that a graduate met benchmarks for Career Ready Academic (ASVAB or ACT WorkKeys) and Career Ready Technical (KOSSA or received an industry-recognized career certificate).

Average Kentucky Educational Excellence Scholarship (KEES) Awards earned by these graduates: Calculated as the mean KEES award amount earned by students who graduated from public high schools.

College-going rates

- a. **Overall college-going rate:** The percentage of public high school graduates who enrolled at a college or university at any point during the academic year immediately following high school graduation. Graduates enrolling at more than one postsecondary institution are counted only once.
- b. **Eligible for free/reduced price lunch:** The percentage of public high school graduates who were indicated as eligible for free or reduced price lunch who enrolled at a college or university at any point during the academic year immediately following high school graduation. Graduates enrolling at more than one postsecondary institution are counted only once.
- c. **College and/or career ready:** The percentage of public high school graduates who were indicated as ready for college and/or career (as defined by KDE) who enrolled at a college or university at any point during the academic year immediately following

high school graduation. Graduates enrolling at more than one postsecondary institution are counted only once.

- d. **Not college and/or career ready:** The percentage of public high school graduates who were not indicated as ready for college or career (as defined by KDE) who enrolled at a college or university at any point during the academic year immediately following high school graduation. Graduates enrolling at more than one postsecondary institution are counted only once.

Percent earning 30 or more credit hours in first year of college: Calculated as the percentage of public high school graduates who attended an in-state public college or university at any point during the academic year immediately following high school graduation and earned at least 30 college-level credit hours. Earned hours count toward curricular fulfillment and do not include developmental coursework.

Average first year of college GPA: Calculated as the mean GPA for all public high school graduates who attended an in-state public college or university during the academic year immediately following high school graduation. Developmental courses are not included in the calculation of GPAs.

Bar Chart: In-State College-Going Rates Compared to Previous Graduating Classes: The percentage of public high school graduates (by academic year of graduation) who enrolled at an in-state public or independent college or university at any point during the academic year immediately following high school graduation.

Page 2: What types of colleges and universities did graduates from this school attend?

These numbers refer to 2018-19 public high school graduates who enrolled at a college or university in the 2019-20 academic year. Enrollment data are from the KLDS. College going rates for specific student populations represent the percentage of graduates in each category that enrolled at a college or university. In other words, the college going rate for males is the percentage of male graduates that enrolled at a postsecondary institution. Readiness for college and/or career in items "H" and "I" is based on KDE's definition of college and/or career readiness. College readiness indicates that a graduate met Kentucky benchmarks for English (18), mathematics (19), and reading (20) on any administration of the ACT or passed a college placement test (Compass or KYOTE). Career readiness indicates that a graduate met benchmarks for Career Ready Academic (ASVAB or ACT WorkKeys) and Career Ready Technical (KOSSA or received an industry-recognized career certificate). Item "H" shows the percentage of those graduates who were ready for college and/or career who actually attended college, while item "I" shows the percentage of those graduates who were not ready for college and/or career, but attended college.

Example: If a school had 50 graduates who were ready for college and/or career and 40 of those graduates attended college, item "H" would list a college going rate of 80.0% (40/50).

If that school also had 100 graduates who were not ready for college and/or career and 50 of them attended college, the college going rate for item “I” would be 50.0% (50/100).

The top graph on the right-hand side of this page provides a breakdown of enrollment patterns for 2018-19 graduates of this high school, district, and the state. If students are enrolled at more than one type of postsecondary institution, they will be counted in both categories. Therefore, the total number of students enrolled may not match the overall college going rate.

Data in the second bar graph reflect mean composite scores from the 2017-18 (junior year) statewide ACT administration for these graduates. Composite scores for attendees may be included in more than one category if they were enrolled at multiple postsecondary institutions during the 2019-20 academic year.

The donut charts at the bottom of the page list the colleges and universities at which 2018-19 public high school graduates enrolled during the 2019-20 academic year. The list of colleges is organized by the top nine most attended, with “other” representing the sum of enrollments at all colleges and universities that are not included in the top nine list. Counts are based on enrollments, meaning graduates are counted once for each postsecondary institution they attended.

1. **Number of high school graduates entering college:** The unduplicated count of public high school graduates who enrolled at a college or university at any point during the academic year immediately following high school graduation. Graduates enrolling at more than one postsecondary institution are counted only once.
2. **Type of college or university attended:** The percentage of public high school graduates who enrolled at in-state public four-year universities, in-state public two-year colleges, in-state independent colleges or universities, in-state proprietary colleges, or out-of-state colleges or universities at any point during the academic year immediately following high school graduation. College attendees are counted only once in each type of postsecondary institution in which they enrolled, but may be included in more than one category if they attended multiple types of postsecondary institutions. As a result, the sum of the percentage of graduates attending each type of postsecondary institution may exceed 100 percent.
3. **College-going rates for specific student populations:** The percentage of public high school graduates in specific categories who enrolled at a college or university at any point during the academic year immediately following high school graduation. College and career readiness are defined by KDE. College readiness indicates that a graduate met Kentucky benchmarks for English (18), mathematics (19), and reading (20) on any administration of the ACT or passed a college placement test (Compass or KYOTE). Career readiness indicates that a graduate met benchmarks for Career Ready Academic (ASVAB or ACT WorkKeys) or Career Ready Technical (KOSSA or received an industry-recognized career certificate).
4. **Average ACT composite score by type of college or university attended:** Calculated as the mean ACT composite score from the junior year statewide ACT administration for public high school graduates by type of institution attended during the academic

year immediately following high school graduation. College attendees may be included in more than one category if they were enrolled at multiple postsecondary institutions during the academic year.

Bar Chart: Postsecondary Enrollments by Institution Type: The percentage of public high school graduates who enrolled at a college or university at any point during the academic year immediately following high school graduation. College attendees are counted only once in each type of postsecondary institution in which they enrolled, but may be included in more than one category if they attended multiple types of postsecondary institutions. As a result, the sum of the percentage of graduates attending each type of postsecondary institution may exceed 100 percent.

Bar Chart: Average Junior Year ACT composite by enrolled institution type: Calculated as the mean ACT composite score from the junior year statewide ACT administration for public high school graduates by type of institution attended during the academic year immediately following high school graduation. College attendees may be included in more than one category if they were enrolled at multiple postsecondary institutions during the academic year.

Donut Charts: Top 10 Postsecondary Institutions Attended: The top ten colleges and universities at which public high school graduates enrolled during some point in the academic year immediately following high school graduation. Counts are based on enrollments, meaning graduates are counted once for each postsecondary institution they attended. As a result, the sum of the number of enrollments at each institution may exceed the total number of graduates who attended college. "Other" includes the sum of enrollments at all in-state colleges and universities that are not included in the top ten list.

Page 3: How did graduates from this school perform in their first year at in-state public colleges and universities?

This page contains data on first year college success for those 2018-19 public high school graduates who enrolled at in-state **public** colleges or universities during the 2019-20 academic year. College GPAs and course credit hours attempted, completed, and earned were calculated from course-level data provided by CPE. Attempted and completed hours include developmental coursework, while earned credit hours indicate college-level credit hours that count toward curricular fulfillment and do not include developmental coursework. Data items and graphs relating to college and career readiness are based on KDE's definition of college and/or career readiness. College readiness indicates that a graduate met Kentucky benchmarks for English (18), mathematics (19), and reading (20) on any administration of the ACT or passed a college placement test (Compass or KYOTE). Career readiness indicates that a graduate met benchmarks for Career Ready Academic (ASVAB or ACT WorkKeys) and Career Ready Technical (KOSSA or received an industry-recognized career certificate).

Continuing on page 4, cumulative and subject-specific high school and first year of college grades are compared for all 2018-19 public high school graduates who enrolled at an in-state public college or university during academic year 2019-20.

1. **Percent of graduates who started as full-time students:** The percentage of public high school graduates who enrolled at an in-state public college or university at any point during the academic year immediately following high school graduation and were considered to be full-time students during their first semester of enrollment.
2. **Degree or credential sought:** The percentage of public high school graduates who enrolled at an in-state public college or university at any point during the academic year immediately following high school graduation and were seeking each specific type of degree or credential. The total for all four categories may not equal 100 percent due to rounding.
3. **Percent with first year of college cumulative GPAs:** The percentage of public high school graduates who attended an in-state public college or university at any point during the academic year immediately following high school graduation and earned a cumulative GPA of less than 2.0, 2.0 to 2.99, or 3.0 or higher in non-developmental, credit bearing courses.
4. **Average credit hours in first year of college:**
 - a. **Attempted:** Calculated as the mean number of credit hours attempted by public high school graduates who attended an in-state public college or university at any point during the academic year immediately following high school graduation. Attempted hours are used to determine full- and part-time status and indicate enrollment in a course at the beginning of the term. Attempted hours include developmental coursework.
 - b. **Completed:** Calculated as the mean number of credit hours completed by public high school graduates who attended an in-state public college or university at any point during the academic year immediately following high school graduation. Completed hours are those in which a student finished the course or otherwise completed a sufficient amount of work for the instructor to assign a grade. Completed hours include developmental coursework.
 - c. **Earned:** Calculated as the mean number of credit hours earned by public high school graduates who attended an in-state public college or university at any point during the academic year immediately following high school graduation. Earned hours count toward curricular fulfillment and do not include developmental coursework.
5. **Number of college-level credit hours earned in first year of college:** The percentage of public high school graduates who attended an in-state public college or university at any point during the academic year immediately following high school graduation and earned the listed amount of college-level credit hours. College-level credit hours count toward curricular fulfillment and do not include developmental coursework. College attendees are included only once in each listed category, however the sum of the percentages in the three categories may not equal 100 percent due to rounding.

Pie Chart: First Year of College Cumulative GPA: The percentage of public high school graduates who attended an in-state public college or university at any point during the academic year immediately following high school graduation and earned a cumulative GPA of less than 2.0, 2.0 to 2.99, or 3.0 or higher in non-developmental, credit bearing courses.

Pie Chart: First Year of College Credit Hours Earned: The percentage of public high school graduates who attended an in-state public college or university at any point during the academic year immediately following high school graduation and earned the listed amount of college-level credit hours. College-level credit hours count toward curricular fulfillment and do not include developmental coursework. College attendees are included only once in each listed category, however the sum of the percentages in the three categories may not equal 100 percent due to rounding.

Comparing College Performance by College Readiness

The following data (items 6-7 and the accompanying bar charts) compare college performance by college readiness for all public high school graduates who enrolled at an in-state public college or university at any point during the academic year immediately following high school graduation. College readiness for these public high school graduates is based on KDE's definition of college and/or career readiness. College readiness indicates that a graduate met Kentucky benchmarks for English (18), mathematics (19), and reading (20) on any administration of the ACT or passed a college placement test (Compass or KYOTE). Career readiness indicates that a graduate met benchmarks for Career Ready Academic (ASVAB or ACT WorkKeys) and Career Ready Technical (KOSSA or received an industry-recognized career certificate).

- 6. Average first year cumulative GPA:** Calculated as the mean GPA for all public high school graduates who attended an in-state public college or university during the academic year immediately following high school graduation. Developmental courses are not included in the calculation of GPAs.
- 7. Average college-level credit hours earned:** Calculated as the mean number of college-level credit hours earned by public high school graduates who attended an in-state public college or university during the academic year immediately following high school graduation. College-level credit hours count toward curricular fulfillment and do not include developmental coursework.

Bar Chart: College Performance by College Readiness: First Year of College Cumulative GPA: Calculated as the mean GPA for all public high school graduates who attended an in-state public college or university during the academic year immediately following high school graduation. Developmental courses are not included in the calculation of GPAs. College readiness for these public high school graduates is based on KDE's definition of college and/or career readiness. College readiness indicates that a graduate met Kentucky benchmarks for English (18), mathematics (19), and reading (20) on any administration of the ACT or passed a college placement test (Compass or KYOTE). Career readiness indicates that a graduate met

benchmarks for Career Ready Academic (ASVAB or ACT WorkKeys) and Career Ready Technical (KOSSA or received an industry-recognized career certificate).

Bar Chart: College Performance by College Readiness: Average College-Level Credit Hours Earned: Calculated as the mean number of college-level credit hours earned by public high school graduates who attended an in-state public college or university during the academic year immediately following high school graduation. College-level credit hours count toward curricular fulfillment and do not include developmental coursework. College readiness indicates that a graduate met Kentucky benchmarks for English (18), mathematics (19), and reading (20) on any administration of the ACT or passed a college placement test (Compass or KYOTE). Career readiness indicates that a graduate met benchmarks for Career Ready Academic (ASVAB or ACT WorkKeys) and Career Ready Technical (KOSSA or received an industry-recognized career certificate).

Page 4: Comparing high school and college grades:

8-11 Average cumulative GPAs

- a. **High school:** All reported high school cumulative and subject-related GPAs are for public high school graduates who attended an in-state public college or university at some point during the academic year immediately following high school graduation. Average cumulative GPA is calculated as the mean cumulative final GPA. Average cumulative grade in math during senior year of high school is calculated as the mean cumulative GPA for all math courses (identified by state code '27xxxx' on graduates' transcript) taken during the graduates' senior year of high school. Average cumulative grade in English during senior year of high school is calculated as the mean cumulative GPA for all English courses (identified by state code '23xxxx' on graduates' transcript) taken during the graduates' senior year of high school. Average cumulative grade in science during senior year of high school is calculated as the mean cumulative GPA for all science courses (identified by state code '30xxxx' on graduates' transcript) taken during the graduates' senior year of high school. Graduates are only included in subject-specific GPA calculations for subjects in which they took at least one course as a 12th grader during the academic year in which they graduated high school.
- b. **First year of college:** All reported college cumulative and subject-related GPAs are for public high school graduates who attended an in-state public college or university at some point during the academic year immediately following high school graduation. Average cumulative first year of college GPA is calculated as the mean GPA earned in all non-developmental courses taken during the first year of college. Average cumulative grade in math during first year of college is calculated as the mean cumulative GPA for all math courses (identified by course CIP code '27.xxxx') taken during the college enrollees' first year of college. Average cumulative grade in English during first year of college is

calculated as the mean cumulative GPA for all English courses (identified by course CIP code '23.xxxx') taken during the college enrollees' first year of college. Average cumulative grade in science during first year of college is calculated as the mean cumulative GPA for all science courses (identified by course CIP codes '26.xxxx' or '40.xxxx') taken during the college enrollees' first year of college. Graduates are only included in subject-specific GPA calculations for subjects in which they took at least one course during their first year of college.

Bar Chart: Average Cumulative GPAs for Graduates of This School: Average cumulative high school GPA is calculated as the mean cumulative final GPA for all public high school graduates. Average cumulative first year of college GPA is calculated as the mean GPA earned in all non-developmental courses taken during the first year of college by public high school graduates who enrolled at an in-state public college or university during the academic year immediately following high school graduation.

What types of financial aid did college attendees from this school receive?

This page contains data on financial aid received by 2018-19 public high school graduates who attended college during the 2019-20 academic year. All financial aid data apply only to those graduates who attended an in-state public college or university.

State Aid:

12. Average KEES Award: Calculated as the mean KEES award amount earned by students who graduated from public high schools and enrolled at an in-state public college or university at any point during the academic year immediately following high school graduation.

13. State Grants

a. Average need-based grant: Calculated as the mean state need-based grant amount for public high school graduates who received a state need-based grant and attended an in-state public college or university during the academic year immediately following high school graduation. Examples of state need-based grants include: College Access Program (CAP) Grant.

b. Average non-need grant: Calculated as the mean state non-need-based grant amount for public high school graduates who received a state non-need-based grant and attended an in-state public college or university during the academic year immediately following high school graduation. Examples of state non-need grants include: KEES.

NOTE: State grant totals may exceed the sum of state need-based grants and state non-need grants based on the way data are reported in the KLDS.

Federal Aid:

14. Average Pell grant: Calculated as the mean federal Pell grant amount for public high school graduates who received a federal Pell grant and attended an in-state public

college or university during the academic year immediately following high school graduation.

15. Federal loans

- a. **Average need-based loan:** Calculated as the mean federal need-based loan amount for public high school graduates who received a federal need-based loan and attended an in-state public college or university during the academic year immediately following high school graduation. Examples of federal need-based loans include: Subsidized Stafford Loan.
- b. **Average non-need loan:** Calculated as the mean federal non-need-based loan amount for public high school graduates who received a federal non-need-based loan and attended an in-state public college or university during the academic year immediately following high school graduation. Examples of federal non-need loans include: Unsubsidized Stafford Loan.

Institutional Aid:

16. **Average institutional grant:** Calculated as the mean institutional grant amount for public high school graduates who received an institutional grant and attended an in-state public college or university during the academic year immediately following high school graduation.

Bar Chart: Percent of These College Attendees Receiving a Pell Grant: The percentage of public high school graduates who attended an in-state public college or university during the academic year immediately following high school graduation and received a federal Pell grant.

Bar Chart: Average per student financial aid award by type: Calculated as the mean award, grant, and loan amounts for public high school graduates who attended an in-state public college or university during the academic year immediately following high school graduation and received each type of financial aid.

Redaction Rules

The Kentucky Center for Statistics follows strict redaction and suppression guidelines to ensure the privacy of all students. The following redaction rules were applied to the High School Feedback Report to redact or mask some of the data based on the small cell-size counts that could be used to identify individual students. In general, categories must have a base denominator of 10 to be present in the report. If two categories are exhaustive (ex: males and females) and either group has less than 10 students, both groups are redacted. All rules apply at the school, district and state level. All graphs include data already presented in the report unless otherwise noted. If these data are redacted in the report, they are also redacted in any accompanying charts and graphs.

Quick Statistics

All Adjusted Cohort Graduation Rate information is shown, college going rate is shown for schools with at least 10 graduates, KEES information is shown for schools with at least 10 KEES award earners, and college/career readiness information is shown for schools with at least 10 graduates. Percent earning 30 or more credit hours in first year of college and average first year of college GPA are shown for schools with at least 10 graduates who attended an in-state public college or university.

A. Overall, how do graduates from this school compare to others in Kentucky?

Q. 1-3, 6-9: If the school is an A1 school with at least 10 graduates, data are present.

Q. 4: If the school has at least 10 graduates with Junior Year ACT scores, by subject area, data are present.

Q. 5: If the school has at least 10 graduates who enrolled in an Advanced Placement (AP) course, data are present.

B. What types of colleges and universities did graduates from this school attend?

Q. 1-2: If the school has at least 10 graduates, data will be present.

Q. 3: If at least 10 students from the demographic group are graduates, data will be present. For categories a. and b. (male and female) and h. and i. (ready and not ready for college and/or career) both categories must contain at least 10 graduates to be included.

Q. 4: If at least 10 graduates are enrolled in the specific type of institution, data will be present. For example, if 10 students are enrolled in a four-year public university, ACT bars are present. If fewer than 10 students are enrolled in independent colleges, data are not present.

Top 10 Colleges and Universities Attended: If the school has at least 10 graduates, data are present. Only the top nine colleges are shown. All other colleges are combined under "Other".

Average Junior ACT Composite by Enrolled Institution Type: If at least 10 graduates are enrolled in the specific type of institution, data will be present. For example, if 10 students are enrolled in a four-year public university, ACT bars are present. If fewer than 10 students are enrolled in independent colleges, data are not present.

C. How did graduates from this school perform in their first year at in-state public colleges and universities?

Q. 1-5, 8-11: If a school has at least 10 graduates enrolled at a Kentucky public college or university, data will be present.

Q. 6-7: If a school has at least 10 graduates ready and 10 graduates not ready for college-level course work enrolled at a Kentucky public college or university, data will be present.

D. What types of financial aid did in-state public college and university attendees from this school receive?

Q. 12: If a school has at least 10 graduates receiving KEES awards and enrolled at a Kentucky public college or university, data will be present.

Q. 13-16: If a school has at least 10 graduates enrolling in a Kentucky public college or university, data will be present.

Resources for College Going and Success

The Kentucky Department of Education and the Kentucky Higher Education Assistance Authority both provide information to help students, parents, educators and communities to increase college going and success for Kentucky. Please see the following resources:

KDE College and Career Readiness: <https://education.ky.gov/educational/compschcouns/>

KHEAA College Connection:

<https://www.kheaa.com/website/kheaa/collegeconnection?main=1>