Kentucky Summative Assessments

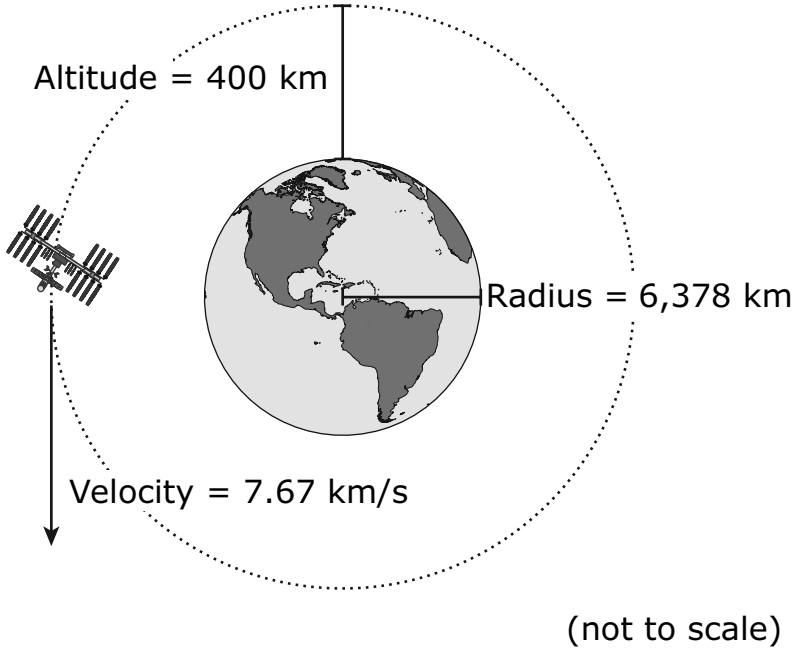
Grade 11 Science

Released Items

2025

The International Space Station (ISS) is a football-field-sized satellite about 400 kilometers (km) above Earth. The ISS's orbit is nearly circular. Figure 1 shows the orbital path of the ISS as well as the radius of Earth and the velocity of the ISS in kilometers a second (km/s).

Figure 1. ISS Orbit



To maintain a stable circular orbit, a satellite must maintain a specific velocity. The satellite's velocity determines the satellite's altitude above the surface of the planet. Figure 2 shows the relationship between variables involved with maintaining a satellite's circular orbit around a planetary body under ideal conditions.

Figure 2. Orbital Velocity Equation

$$v = \sqrt{\frac{GM}{r}}$$

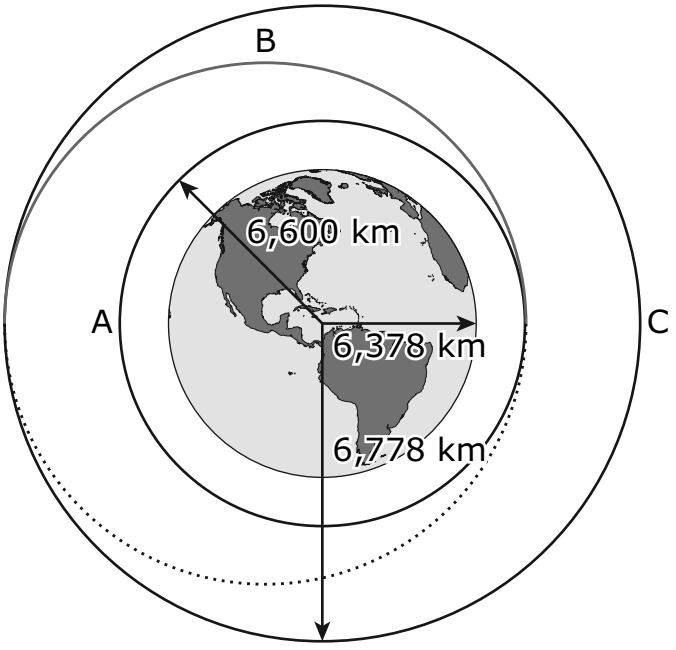
v = orbital velocity (km/s)

GM = gravitational constant × Earth's mass = 3.99×10^5 km^3/s^2

r = distance between Earth's center of mass and the ISS's center of mass (km)

The ISS orbits Earth at a greater distance than most spacecraft do. To reach the ISS, spacecraft must increase their orbital path by increasing their velocity. During this transition, the spacecraft changes its orbital pattern from circular to elliptical. The ISS's orbit is slightly elliptical. At perigee (the point in its orbit at which it is closest to Earth), the ISS is several kilometers closer to the planet than it is at apogee (the point in its orbit at which it is farthest from Earth). Figure 3 shows the orbit of the ISS, the orbit of most spacecraft, and the change in the orbit of a spacecraft traveling to the ISS.

Figure 3. Change in Orbital Distance



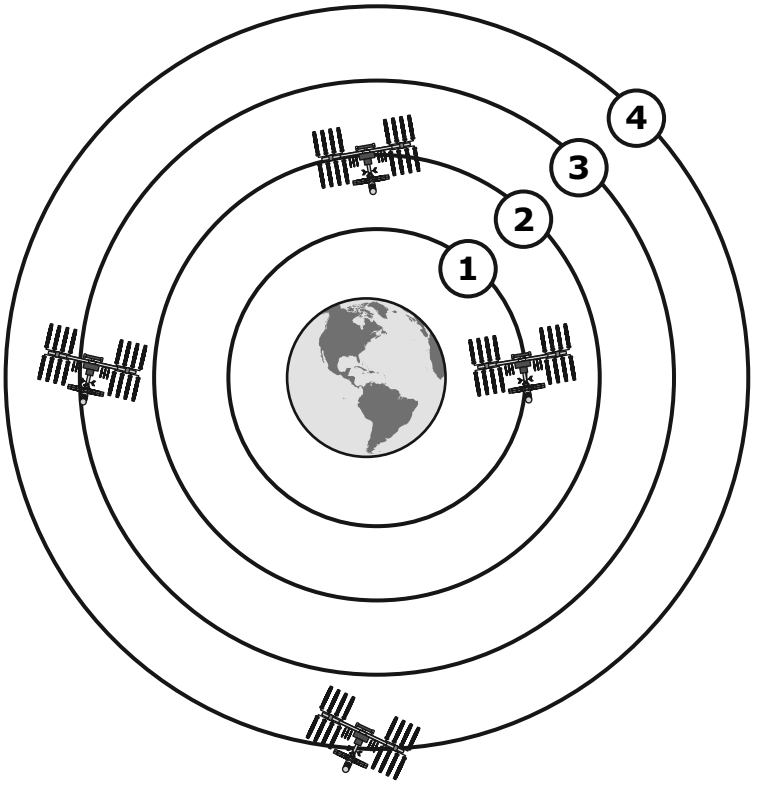
KEY
A = Circular orbit of the space shuttle
B = Elliptical transfer orbit
C = Circular orbit of the ISS

Even high above Earth, the ISS experiences some atmospheric resistance, which gradually slows it down and thus degrades its orbit. In order to maintain an altitude above 400 km, operators must periodically increase its orbital velocity to regain altitude. This change in motion also causes the orbital pattern to change from circular to elliptical as the ISS regains altitude.

1

SC112020060202_1

Based on Figure 1 and Figure 2, in which orbital path will the ISS be moving the fastest?



A 1
B 2
C 3
D 4

Released Item Performance

Kentucky Summative Assessments

Spring 2025
Grade 11
Science

Item: SC112020060202
Book Question Number: 1

Standard: HS-ESS1-4

Item Type: MC
Key: A

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Answer Choice Options			
				A (%)	B (%)	C (%)	D (%)
All Students	**8,465**	44%	0.44	44%	20%	19%	16%
Gender							
Female	**3,850**	45%	0.45	45%	20%	19%	17%
Male	**4,615**	44%	0.44	44%	21%	19%	16%
Ethnicity							
African American	**1,001**	33%	0.33	33%	29%	25%	13%
American Indian or Alaska Native	**13**	23%	0.23	23%	46%	15%	15%
Asian	**161**	57%	0.57	57%	13%	14%	17%
Hispanic or Latino	**915**	39%	0.39	39%	22%	23%	16%
Native Hawaiian or Pacific Islander	**13**	38%	0.38	38%	15%	23%	23%
White (non-Hispanic)	**6,004**	47%	0.47	47%	19%	18%	17%
Two or more races	**358**	43%	0.43	43%	22%	20%	14%
Migrant	**54**	35%	0.35	35%	26%	24%	15%
English Learner	**611**	31%	0.31	31%	27%	25%	17%
Economically Disadvantaged	**5,054**	40%	0.40	40%	23%	22%	16%
Students with Disabilities	**2,562**	33%	0.33	33%	26%	26%	16%

2

SC112020060203_4

The gravitational force between the ISS and Earth in Figure 1 can be found using the formula $F = \frac{GMm}{r^2}$. What value should be used for r in the formula?

A 400 km
B 800 km
C 6,378 km
D 6,778 km

Released Item Performance

Kentucky Summative Assessments

Spring 2025
Grade 11
Science

Item: SC112020060203
Book Question Number: 2

Standard: HS-ESS1-4

Item Type: MC
Key: D

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Answer Choice Options			
				A (%)	B (%)	C (%)	D (%)
All Students	**8,481**	16%	0.16	17%	16%	52%	16%
Gender							
Female	**3,861**	14%	0.14	15%	15%	56%	14%
Male	**4,620**	17%	0.17	18%	16%	48%	17%
Ethnicity							
African American	**1,004**	13%	0.13	18%	20%	49%	13%
American Indian or Alaska Native	**13**	15%	0.15	8%	31%	46%	15%
Asian	**161**	32%	0.32	15%	9%	45%	32%
Hispanic or Latino	**916**	15%	0.15	20%	20%	45%	15%
Native Hawaiian or Pacific Islander	**13**	0%	0.00	38%	15%	46%	0%
White (non-Hispanic)	**6,013**	16%	0.16	16%	14%	54%	16%
Two or more races	**361**	15%	0.15	15%	17%	53%	15%
Migrant	**53**	15%	0.15	15%	26%	43%	15%
English Learner	**611**	14%	0.14	23%	24%	39%	14%
Economically Disadvantaged	**5,063**	14%	0.14	18%	18%	50%	14%
Students with Disabilities	**2,575**	14%	0.14	20%	24%	42%	14%

3

SC112020060204_3,4

Which statements **best** describe the effect of changing the ISS's altitude from 400 km to 800 km?

Select **two** correct answers.

A There would be no change in the gravitational force between the ISS and Earth.

B The gravitational force between the ISS and Earth would increase.

C The gravitational force between the ISS and Earth would decrease.

D The ISS would have to slow down to maintain a circular orbit.

E The ISS would have to speed up to maintain a circular orbit.

Released Item Performance

Kentucky Summative Assessments

Spring 2025
Grade 11
Science

Item: SC112020060204
Book Question Number: 3

Standard: HS-ESS1-4

Item Type: MS
Key: C,D

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Score Percentages		
				Score 0 (%)	Score 1 (%)	Score 2 (%)
All Students	**8,301**	46.0%	0.92	27%	55%	19%
Gender						
Female	**3,788**	41.6%	0.83	32%	54%	15%
Male	**4,513**	49.6%	0.99	22%	56%	22%
Ethnicity						
African American	**963**	41.1%	0.82	31%	57%	13%
American Indian or Alaska Native	**13**	34.6%	0.69	38%	54%	8%
Asian	**158**	52.5%	1.05	23%	48%	28%
Hispanic or Latino	**882**	43.4%	0.87	29%	55%	16%
Native Hawaiian or Pacific Islander	**13**	50.0%	1.00	0%	100%	0%
White (non-Hispanic)	**5,917**	47.0%	0.94	26%	55%	20%
Two or more races	**355**	47.0%	0.94	25%	57%	19%
Migrant	**51**	40.2%	0.80	31%	57%	12%
English Learner	**564**	39.0%	0.78	31%	60%	9%
Economically Disadvantaged	**4,940**	43.9%	0.88	28%	56%	16%
Students with Disabilities	**2,487**	42.2%	0.84	27%	61%	12%

4

SC112020060201

Short Answer Directions: Read the question carefully. Then enter your answer in the space provided.

Based on the orbital information shown in Figure 3 and the orbital velocity equation shown in Figure 2, how is a spacecraft's velocity different when the spacecraft is in Orbit C than it is when the craft is in Orbit A? Is it greater, less, or the same? In your response, be sure to use mathematical reasoning to support your reasoning.

Released Item Performance

Kentucky Summative Assessments

Spring 2025
Grade 11
Science

Item: SC112020060201
Book Question Number: 4

Standard: HS-ESS1-4

Item Type: SA
Key: Rubric

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Score Percentages		
				Score 0 (%)	Score 1 (%)	Score 2 (%)
All Students	**7,217**	16.8%	0.34	74%	18%	8%
Gender						
Female	**3,424**	15.4%	0.31	77%	16%	8%
Male	**3,793**	18.0%	0.36	72%	20%	8%
Ethnicity						
African American	**773**	9.0%	0.18	85%	12%	3%
American Indian or Alaska Native	**11**	9.1%	0.18	82%	18%	0%
Asian	**152**	39.1%	0.78	51%	20%	29%
Hispanic or Latino	**716**	10.5%	0.21	83%	13%	4%
Native Hawaiian or Pacific Islander	**12**	0.0%	0.00	100%	0%	0%
White (non-Hispanic)	**5,257**	18.3%	0.37	72%	19%	9%
Two or more races	**296**	14.7%	0.29	75%	20%	5%
Migrant	**36**	6.9%	0.14	86%	14%	0%
English Learner	**449**	3.8%	0.08	93%	6%	1%
Economically Disadvantaged	**4,192**	12.5%	0.25	80%	16%	5%
Students with Disabilities	**2,054**	5.7%	0.11	89%	10%	1%

Rubric

Score	Description
2	There is evidence in this response that the student has a complete and thorough understanding of the multi-dimensional question as evidenced by their explanation of the phenomenon and/or solution to the problem. The response is complete, thorough and correct and based on appropriate knowledge and skills. The response does not contain errors or flaws in logical thinking or those flaws are irrelevant to the accuracy of the answer. The response reflects complete synthesis and understanding of complex ideas. The response is completely coherent and based on effective application of relevant dimensions (SEP and/or DCI and/or CC). The response integrates a solution that is completely correct and based on the principles of engineering design (if applicable).
1	There is evidence in this response that the student has a minimal understanding of the multi-dimensional question as evidenced by their explanation of the phenomenon and/or solution to the problem. The response is minimal and/or the question is answered using minimal understanding of knowledge and skills. The response may contain major significant errors or flaws in logical thinking. The response reflects a minimal synthesis and understanding of complex ideas. The response is not coherent or is not based on application of relevant dimensions (SEP and/or DCI and/or CC). The response integrates a solution that is minimally correct and may or may not be based on the principles of engineering design (if applicable).
0	There is no evidence that the student has an understanding of the material related to the question being asked in terms of science content and logical thinking skills. The response is blank, entirely incorrect and/or irrelevant.

Anchor Set

A1

your gonna have less velocity from orbit c than orbit a

Anchor Annotation, Paper 1
Score Point 0

There is no evidence that the student has an understanding of the material related to the question. While this is the correct answer (*your gonna have less velocity*), this response restates part of the prompt by choosing one of the options ("Is it greater, less, or the same?") but does not provide any explanation or synthesis to demonstrate understanding of the material. Stating the correct answer without providing reasoning is not sufficient to show understanding in terms of knowledge and skills.

A2

When a spacecraft is in Orbit C, it has a much greater velocity than a spacecraft in Orbit A. Using the formula found in Figure 2, a greater r value would lead to a greater velocity.

Anchor Annotation, Paper 2
Score Point 0

There is no evidence that the student has an understanding of the material related to the question. This response incorrectly states that a spacecraft would have a greater velocity in Orbit C and that a greater radius corresponds to a greater velocity. This response is entirely incorrect.

A3

A spacecrafts velocity is different when the altitude is changed. So, for example Orbit C had a velocity of 6,378 km while orbit A 6,778 km. Orbit A had more velocity essentially causing the altitude to change. It would likely be changed based on the altitude of each circular orbit.

Anchor Annotation, Paper 3
Score Point 0

There is no evidence that the student has an understanding of the material related to the question. This response compares Earth's radius (not the radius of Orbit C) with the radius of Orbit A and confuses the distance from Earth's center with velocity to conclude that a spacecraft in Orbit A has greater velocity. The student uses faulty reasoning to support their conclusion, making this response incorrect overall.

A4

the closer it gets the more velocity and the farther it gets makes it slower than it is when close up

Anchor Annotation, Paper 4
Score Point 1

There is evidence that the student has a minimal understanding of the material related to the question. This response correctly states that an object closer to Earth has greater velocity and that an object farther away has lower velocity. Identifying the orbits by name is not necessary when their relative distances from Earth are described. No mathematical reasoning based on the orbital velocity equation is presented.

A5

the spacecraft would be slower in orbit c rather then orbit a or b, becasue the radius from the center of the earth to the line of orbit would br greater, meaning it would be less of a gravitational pull to earth, so the spacecraft would have to orbit slower to mainiain an orbit.

Anchor Annotation, Paper 5
Score Point 1

There is evidence that the student has a minimal understanding of the material related to the question. This response correctly states that a spacecraft would have a lower velocity in Orbit C than in Orbit A and links that to the greater radius but does not present mathematical reasoning based on the orbital velocity equation.

A6

In Figure 3, the spacecrafts velocity in Orbit C is less than the spacecrafts velocity in Orbit A. This is because of the change in altitude. In the formula of Orbital Velocity in figure two the only things that don remain constant when changing orbits are the Velocity and the r. The r is the distance between the Earthś center of mass and the ISSś center of mass so to figure that out you must subtract the Altitude from the Radius. So to find the velocity of orbit c, I subtracted 6778 from 6378 and got 400. Then I put that into the equation and got 31.6 km/s. I did the same thing for Orbit A but instead I subtracted 6600 from 6378 and got 222. I put that into the equation and got the velocity of 42.4km/s. Which is why Orbit C is less than Orbit A.

Anchor Annotation, Paper 6
Score Point 1

There is evidence that the student has a minimal understanding of the material related to the question. This response correctly states that a spacecraft would have a lower velocity in Orbit C than in Orbit A and links that to the greater radius but incorrectly uses the altitude above Earth's surface as r in the equation for each rather than the actual radius (the distance to Earth's center), demonstrating a significant error.

A7

While the spacecraft is in Orbit C, its velocity is less than when it is in Orbit A. Using the velocity equation, I found that the velocity when in Orbit A is 7.78 km/s. Using the same equation, I found that the velocity when in Orbit C is 7.67 km/s.

Anchor Annotation, Paper 7
Score Point 2

There is evidence that the student has a complete understanding of the material related to the question. This response correctly states that a spacecraft would have a lower velocity in Orbit C than in Orbit A and uses the equation to find and list both velocities *(the velocity when in Orbit A is 7.78 km/s ... the velocity when in Orbit C is 7.67 km/s).* While the use of the equation and the substituted values used are not fully described, the correct velocities are sufficient to demonstrate mathematical understanding of the formula. The response reflects complete synthesis and understanding of complex ideas.

A8

In orbit C, the velocity would be less than in orbit A. This is because r in the orbital velocity equation will be bigger, resulting in a smaller number.

Anchor Annotation, Paper 8
Score Point 2

There is evidence that the student has a complete understanding of the material related to the question. This response correctly states that a spacecraft would have a lower velocity in Orbit C than in Orbit A and explains that a larger *r* in the equation produces a smaller total (*r in the orbital velocity equation will be bigger, resulting in a smaller number*). The response reflects complete synthesis and understanding of complex ideas.

A9

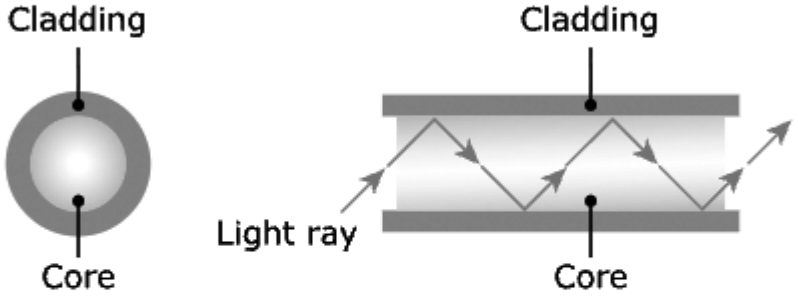
The spacecraft's velocity is greater in orbit A than in orbit C, as v=sqrt(GM/r). The radius of orbit C is larger than A, and as there is an inverse square root relationship between v and r, the larger orbital radius of orbit C leads to a smaller velocity.

Anchor Annotation, Paper 9
Score Point 2

There is evidence that the student has a complete understanding of the material related to the question. This response correctly states that a spacecraft has greater velocity in Orbit A than in Orbit C and explains that a larger radius in the equation produces a smaller velocity, correctly describing the relationship between the two quantities (*an inverse square root relationship between v and r*). The response reflects complete synthesis and understanding of complex ideas.

SC112401204

5 Fiber-optic cables are slender strands of glass or plastic that transmit data as light signals over long distances. The core of a fiber-optic cable is surrounded by cladding. The diagram shows a cross section of a fiber-optic cable and a side view of light traveling through the cable.



Describe the science behind fiber-optic cables.

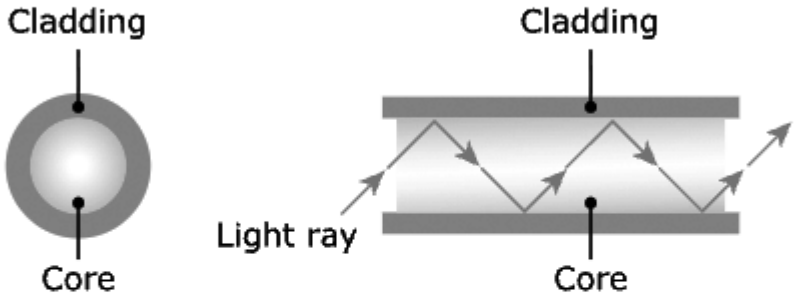
Complete the sentences by selecting the correct answers from the drop-down menus.

The light [Choose..] when it hits the interface between the core and the cladding.

This happens because the index of refraction of the cladding is [Choose...] that of the core. This reduces [Choose...] .

Item Drop Down Options:

Fiber-optic cables are slender strands of glass or plastic that transmit data as light signals over long distances. The core of a fiber-optic cable is surrounded by cladding. The diagram shows a cross section of a fiber-optic cable and a side view of light traveling through the cable.



Describe the science behind fiber-optic cables.

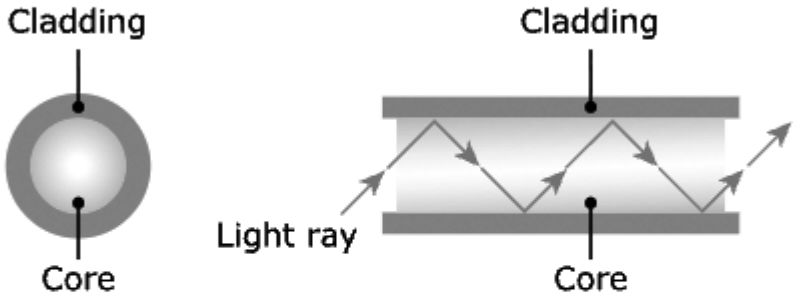
Complete the sentences by selecting the correct answers from the drop-down menus.

The light ✓ Choose... reflects refracts when it hits the interface between the core and the cladding.

This hap the index of refraction of the cladding is ✓ Choose... different from the same as that of the core. This reduces ✓ Choose... interference signal loss .

Correct Answer:

Fiber-optic cables are slender strands of glass or plastic that transmit data as light signals over long distances. The core of a fiber-optic cable is surrounded by cladding. The diagram shows a cross section of a fiber-optic cable and a side view of light traveling through the cable.



Describe the science behind fiber-optic cables.

Complete the sentences by selecting the correct answers from the drop-down menus.

The light [reflects] when it hits the interface between the core and the cladding.

This happens because the index of refraction of the cladding is [different from] that of the core. This reduces [signal loss].

Released Item Performance

Kentucky Summative Assessments

Spring 2025
Grade 11
Science

Item: SC112401204
Book Question Number: 5

Standard: HS-PS4-5

Item Type: TE
Key: see below

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Score Percentages	
				Score 0 (%)	Score 1 (%)
All Students	**5,807**	20.0%	0.20	80%	20%
Gender					
Female	**2,906**	20.3%	0.20	80%	20%
Male	**2,898**	19.6%	0.20	80%	20%
Ethnicity					
African American	**584**	19.0%	0.19	81%	19%
American Indian or Alaska Native	**10**	30.0%	0.30	70%	30%
Asian	**113**	23.9%	0.24	76%	24%
Hispanic or Latino	**563**	20.8%	0.21	79%	21%
Native Hawaiian or Pacific Islander	**17**	0.0%	0.00	100%	0%
White (non-Hispanic)	**4,265**	19.7%	0.20	80%	20%
Two or more races	**252**	23.8%	0.24	76%	24%
Migrant	**14**	0.0%	0.00	100%	0%
English Learner	**245**	16.7%	0.17	83%	17%
Economically Disadvantaged	**3,088**	19.4%	0.19	81%	19%
Students with Disabilities	**299**	19.7%	0.20	80%	20%

Key: Drop Down 1: should have option 1 chosen. Drop Down 2: should have option 1 chosen. Drop Down 3: should have option 2 chosen.

SC112401207

6 While a yucca plant is in bloom, a group of yucca moths emerge from the ground. A female moth and a male moth mate on the flower of the plant, and the female collects pollen from the flower. Then the female travels to another yucca flower, where she lays her eggs, simultaneously fertilizing the flower. The eggs grow into larvae, which eat the fruit and seeds made by the flower. The larvae then fall to the ground, burrowing into the yucca plant to make a cocoon. The roles and actions of the plants and moths during this process are outlined as shown.

Stage of Moth Reproduction	Moths	Plants
Mating	Female moths gather pollen from a flower and carry it.	Plants need to be pollinated in order to produce seeds and fruit.
Egg-laying	A female lays her eggs in a flower and deposits pollen on the flower's stigma. The female releases chemicals to let other moths know eggs were laid. Other females will then lay few or no eggs in the flower.	Flowers provide a safe place for moths to lay their eggs.
Hatching	Larvae will hatch and eat the seeds in the flower.	Plants drop flowers that have too many eggs. This causes the flowers and the eggs they contain to die.

Based on the data, determine whether each statement supports the claim that the actions of the female moths contribute to the moths' successful reproduction.

Select all the correct answers.

Statement	Supports the Claim	Does Not Support the Claim
The female moths minimize the chances that the plants will drop flowers.	○	○
The female moths lay eggs in flowers that match their body color.	○	○
The female moths ensure a food supply when their eggs hatch.	○	○
The female moths form a cocoon until they are ready to lay eggs.	○	○

Released Item Performance

Kentucky Summative Assessments

Spring 2025
Grade 11
Science

Item: SC112401207
Book Question Number: 6

Standard: 08-LS1-4

Item Type: TE
Key: see below

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Score Percentages	
				Score 0 (%)	Score 1 (%)
All Students	**5,853**	27.8%	0.28	72%	28%
Gender					
Female	**2,902**	27.3%	0.27	73%	27%
Male	**2,951**	28.4%	0.28	72%	28%
Ethnicity					
African American	**630**	24.6%	0.25	75%	25%
American Indian or Alaska Native	**<10**	****	****	****	****
Asian	**135**	29.6%	0.30	70%	30%
Hispanic or Latino	**538**	26.8%	0.27	73%	27%
Native Hawaiian or Pacific Islander	**10**	40.0%	0.40	60%	40%
White (non-Hispanic)	**4,279**	28.6%	0.29	71%	29%
Two or more races	**259**	24.7%	0.25	75%	25%
Migrant	**10**	10.0%	0.10	90%	10%
English Learner	**230**	20.9%	0.21	79%	21%
Economically Disadvantaged	**3,128**	27.5%	0.28	72%	28%
Students with Disabilities	**291**	22.3%	0.22	78%	22%

Key: Table row one answer is column 1. Table row two answer is column 2. Table row three answer is column 1.Table row four answer is column 2.

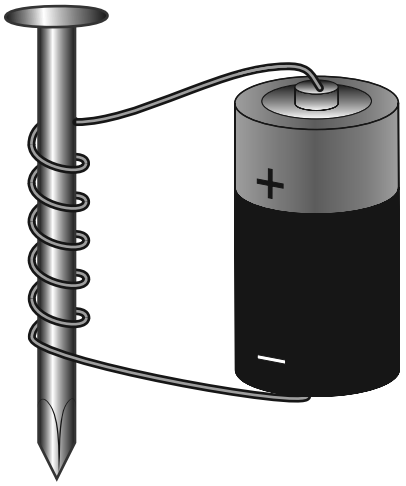
**** In order to protect student identification required by the Family Educational Rights and Privacy ACT (FERPA) and to avoid misrepresentation of results due to limited number of students, performance results are suppressed for groups with fewer than 10 students.

09252025 KYRELSCI-000000-0000022

7

SC112401509_2

During a science investigation, students were asked to wrap a wire around a nail and attempt to pick up paper clips with the wire-wrapped nail. The nail and wire alone were unable to pick up paper clips. The students then connected the two ends of the wire to a battery and were able to pick up paper clips with the wire-wrapped nail.



How did connecting the wire to the battery allow the device to pick up paper clips?

A It produced a magnetic field, which generated an electric current.

B It produced an electric current, which generated a magnetic field.

C It increased the voltage, which caused the nail to become magnetized.

D It created a circuit, allowing the nail to attract the paper clips with electricity.

Released Item Performance

Kentucky Summative Assessments

Spring 2025
Grade 11
Science

Item: SC112401509
Book Question Number: 7

Standard: HS-PS2-5

Item Type: MC
Key: B

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Answer Choice Options			
				A (%)	B (%)	C (%)	D (%)
All Students	**5,872**	55%	0.55	18%	55%	15%	12%
Gender							
Female	**2,886**	52%	0.52	19%	52%	16%	14%
Male	**2,986**	58%	0.58	17%	58%	13%	11%
Ethnicity							
African American	**648**	46%	0.46	20%	46%	19%	15%
American Indian or Alaska Native	**<10**	****	****	****	****	****	****
Asian	**131**	60%	0.60	12%	60%	8%	19%
Hispanic or Latino	**575**	51%	0.51	20%	51%	16%	13%
Native Hawaiian or Pacific Islander	**14**	50%	0.50	29%	50%	14%	7%
White (non-Hispanic)	**4,240**	57%	0.57	17%	57%	14%	12%
Two or more races	**256**	52%	0.52	24%	52%	15%	9%
Migrant	**12**	25%	0.25	33%	25%	17%	25%
English Learner	**250**	31%	0.31	24%	31%	25%	20%
Economically Disadvantaged	**3,140**	51%	0.51	20%	51%	16%	13%
Students with Disabilities	**313**	44%	0.44	23%	44%	19%	14%

**** In order to protect student identification required by the Family Educational Rights and Privacy ACT (FERPA) and to avoid misrepresentation of results due to limited number of students, performance results are suppressed for groups with fewer than 10 students.

8

SC112402010_2

Thalassemia is a genetic disorder that causes hemoglobin molecules to be misshapen, preventing them from carrying oxygen efficiently. Hemoglobin is a protein composed of different subunits. A total of three genes code for the subunits of hemoglobin. Thalassemia is caused by faulty genes encoding these subunits. The severity of the disorder varies between individuals.

Answering which question would **best** help scientists understand why the disease varies in severity?

A Which chromosome are the genes for hemoglobin located on?

B What kinds of mutations are found in the genes for hemoglobin in different affected individuals?

C What are some other molecules besides hemoglobin that also carry oxygen?

D Are other proteins besides hemoglobin made of different subunits?

Released Item Performance

Kentucky Summative Assessments

Spring 2025
Grade 11
Science

Item: SC112402010
Book Question Number: 8

Standard: HS-LS3-1

Item Type: MC
Key: B

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Answer Choice Options			
				A (%)	B (%)	C (%)	D (%)
All Students	**8,442**	59%	0.59	12%	59%	20%	9%
Gender							
Female	**3,935**	64%	0.64	11%	64%	17%	8%
Male	**4,507**	55%	0.55	13%	55%	21%	10%
Ethnicity							
African American	**1,000**	53%	0.53	12%	53%	25%	10%
American Indian or Alaska Native	**11**	36%	0.36	9%	36%	18%	36%
Asian	**164**	70%	0.70	15%	70%	10%	5%
Hispanic or Latino	**985**	56%	0.56	10%	56%	21%	12%
Native Hawaiian or Pacific Islander	**13**	54%	0.54	15%	54%	8%	23%
White (non-Hispanic)	**5,921**	60%	0.60	13%	60%	19%	9%
Two or more races	**348**	59%	0.59	12%	59%	20%	9%
Migrant	**54**	63%	0.63	6%	63%	26%	6%
English Learner	**639**	49%	0.49	11%	49%	26%	15%
Economically Disadvantaged	**5,010**	56%	0.56	13%	56%	21%	11%
Students with Disabilities	**2,598**	50%	0.50	14%	50%	25%	11%

Investing in Kentucky's Future, One Student at a Time