





2024-2025

COMMUNITY REPORT CARD



 www.covington.kyschools.us

 859.392.1000

 25 East Seventh Street
Covington, KY 41011

ABOUT US

OUR MISSION

To inspire and prepare our students to excel academically and personally.

OUR VISION

All students graduate with the skills to achieve their dreams and adapt to a changing global society.

OUR CORE BELIEFS

- Ensure high levels of learning for all staff and students
- Require students to be active participants and take ownership in their education
- Maintain a welcoming, safe and secure environment for students, families and staff
- Create a culture of collaboration with students, families, staff, and all community stakeholders to maximize student success
- Intentionally recruit, support and retain high-quality staff
- Nurture each student's creative potential to produce a love of learning and the ability to innovate
- Use data, along with fair and objective measures, to evaluate progress
- Embrace diversity and provide equitable and inclusive educational opportunities for all students



DREAM.
ACHIEVE.
SUCCEED.

PORTRAIT OF A LEARNER

What is Portrait of a Learner?

Portrait of a Learner is a shared vision created by the Kentucky Department of Education and our local community that describes the key skills and qualities every student should develop by high school graduation. It goes beyond academic knowledge to include the life skills and competencies needed for success in college, career, and citizenship.



RESILIENT LEARNER



EFFECTIVE COMMUNICATOR



CRITICAL THINKER



COMPASSIONATE CITIZEN



LIFELONG CONTRIBUTOR

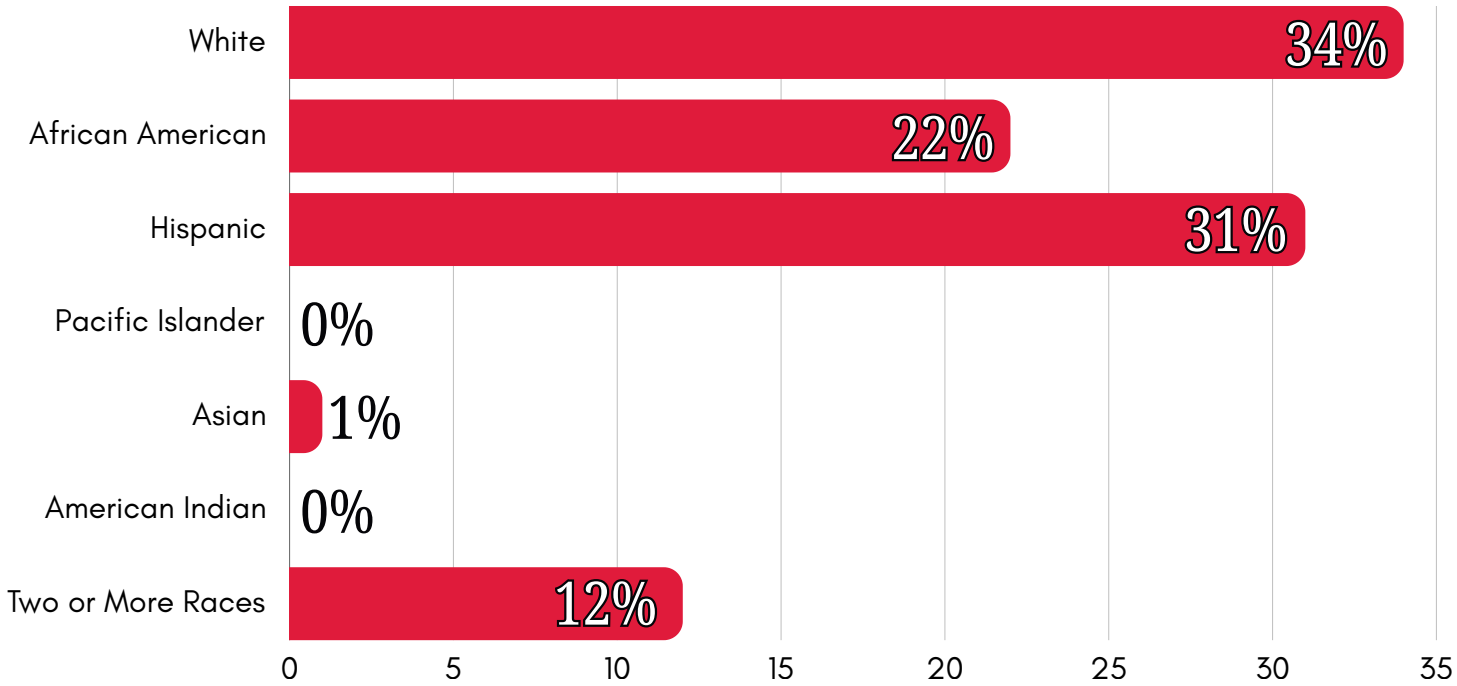


CONSCIENTIOUS COLLABORATOR



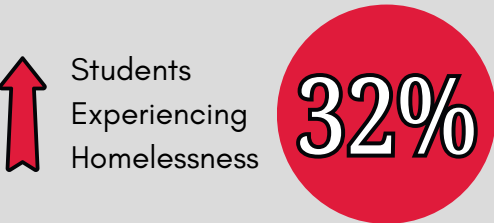
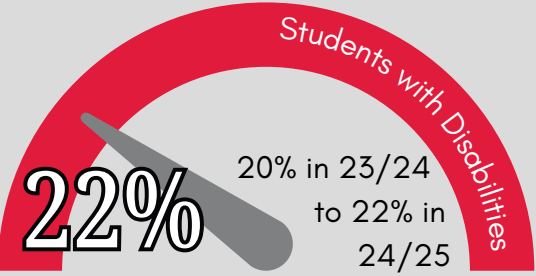
AMBITIOUS ACHIEVER

STUDENT DEMOGRAPHICS



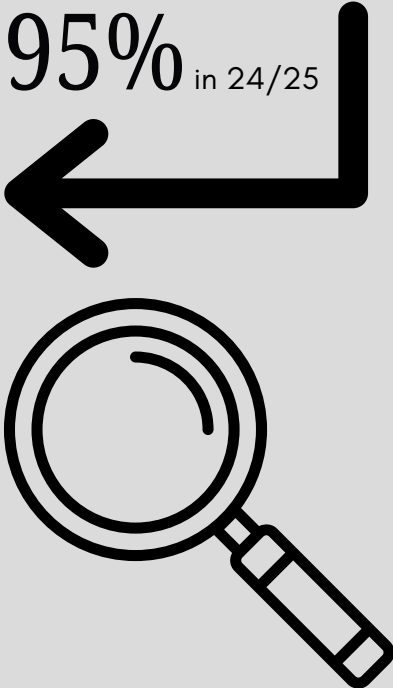
English Learners (EL) increased from 15% in 20/21 to 22% in 24/25

15% >>> 22%

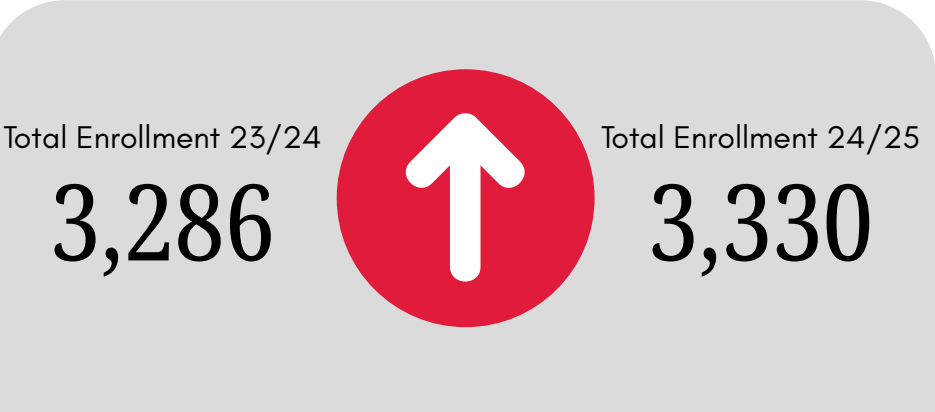
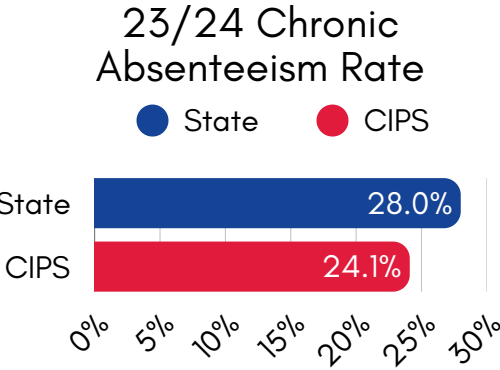
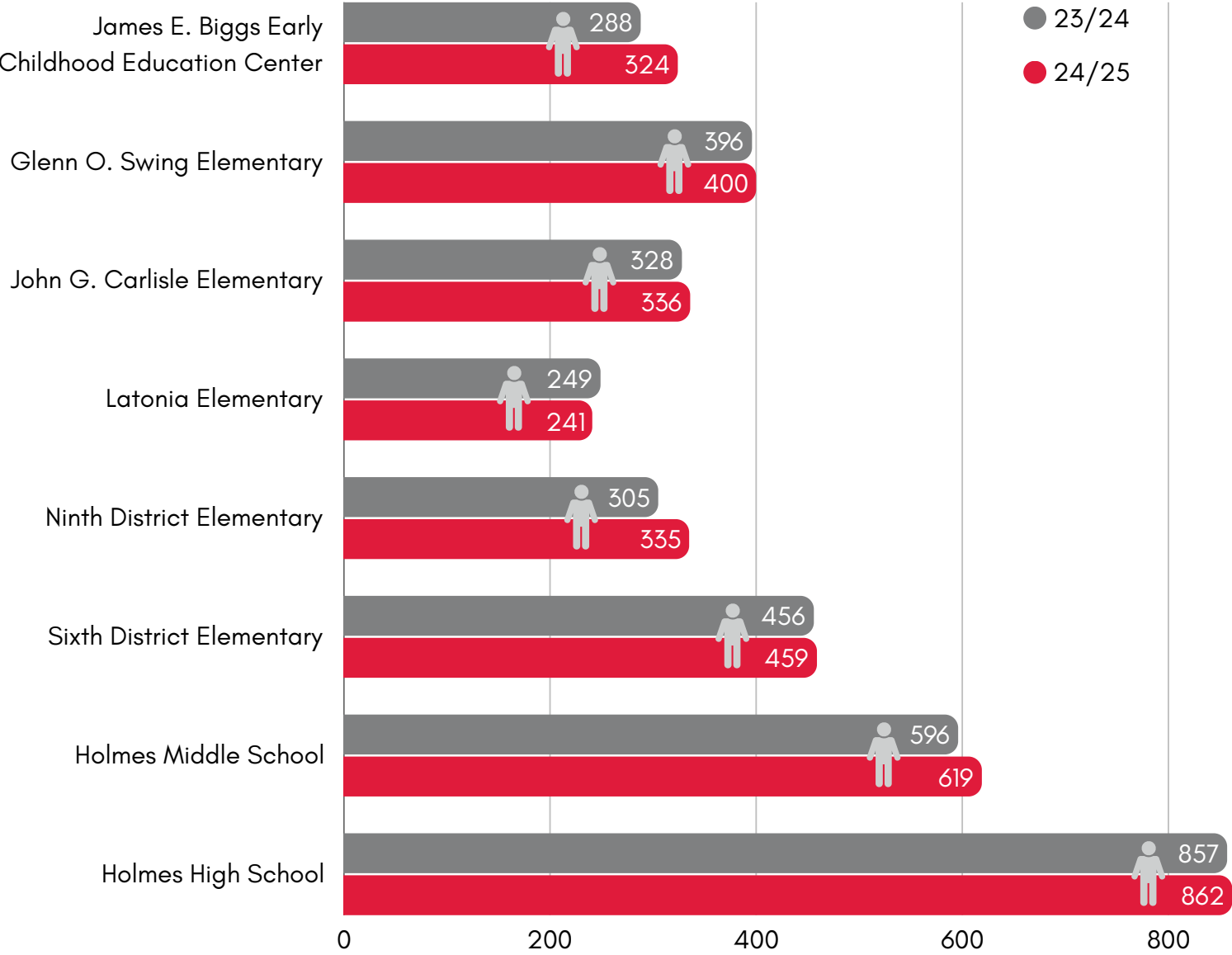


Students Qualifying for Free & Reduced Lunch

95% in 24/25



SCHOOL ENROLLMENT

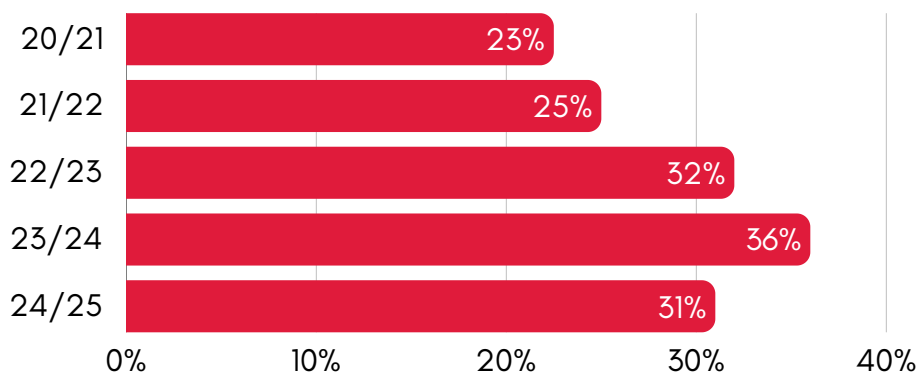


STUDENT ACADEMICS

What is the Brigance Kindergarten Readiness Assessment?

The Brigance Kindergarten Readiness Assessment is a screening tool used to evaluate how prepared incoming kindergarten students are for school. It is designed to assess a child's development across multiple domains that are important for early learning success, including letter recognition, fine and gross motor development, vocabulary and comprehension, etc. The test is typically administered one-on-one by a certified teacher and includes both direct performance tasks and parent-reported information. The assessment acts as a tool that provides insight into the support each child may need to thrive in kindergarten.

Brigance: Students Entering Kindergarten as "Ready" or "Ready With Enrichments"*

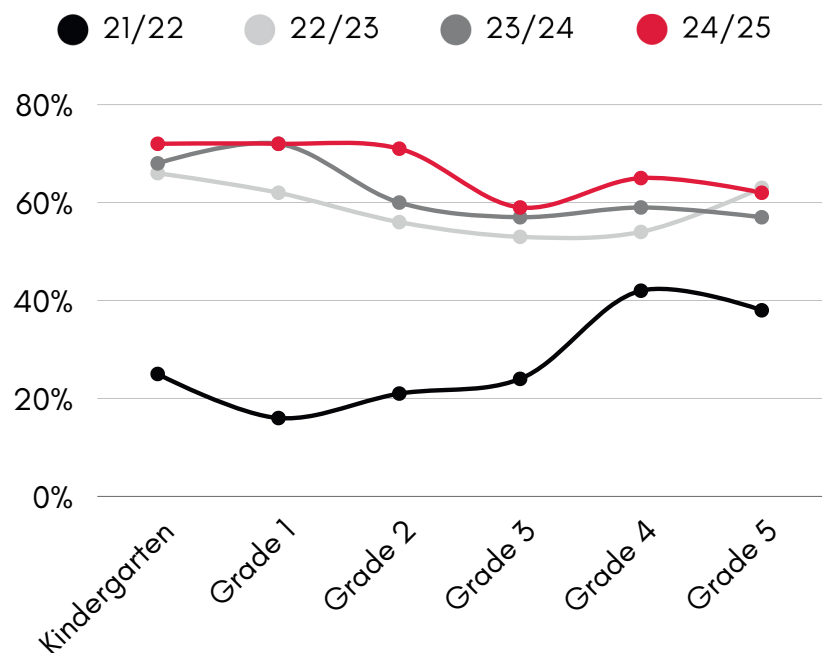


*"Ready" means the child has demonstrated the developmental skills and behaviors expected for a typical kindergartener at the beginning of the school year. "Ready with Enrichments" means the child met the readiness benchmarks but may benefit from additional enrichment to strengthen certain skills or support continued growth.

What is DIBELS?

DIBELS stands for Dynamic Indicators of Basic Early Literacy Skills. It's a set of short, research-based assessments designed to help educators monitor early literacy development in elementary students. DIBELS assesses phonic awareness, alphabetic principle, fluency, vocabulary, and comprehension three times per academic year and helps teachers understand how well students are building the foundational reading skills they need to become successful readers. The data helps identify where to focus literacy instruction and which students may need extra support.

DIBELS: Students Reading On or Above Grade Level*



*Students scoring on or above grade level on DIBELS have the reading skills expected for their grade level. Students scoring below benchmark may need additional instruction or intervention to strengthen specific reading skills.



What is the KSA?

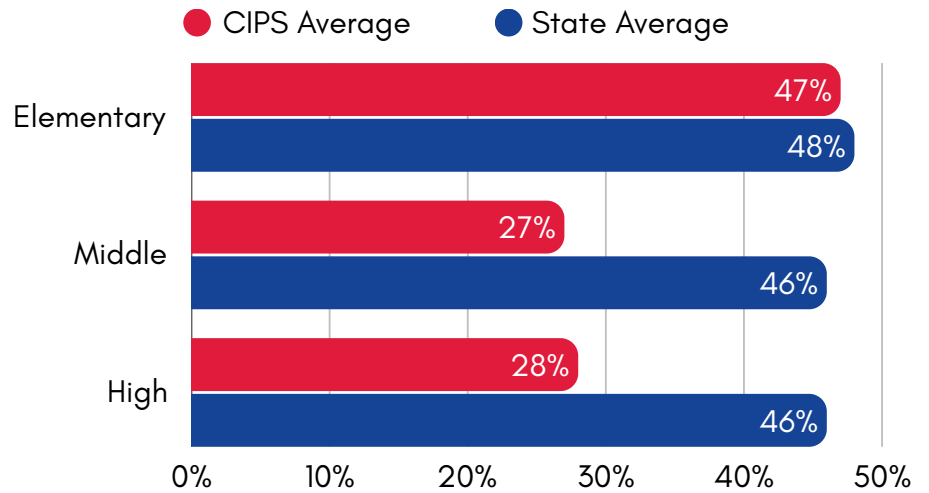
The Kentucky Summative Assessment (KSA) is a required statewide test given each spring to students in grades 3–8 and 10. It measures how well students are learning Kentucky's academic standards in key subjects like reading, math, science, social studies, and writing. KSA results are reported using four performance levels:

- Distinguished – Performance exceeds grade-level expectations;
- Proficient – Performance meets grade-level expectations;
- Apprentice – Performance is approaching grade-level expectations; and
- Novice – Performance is below grade-level expectations.

The results help measure student achievement, ensure accountability for schools and districts, and guide decisions to improve learning across the state.

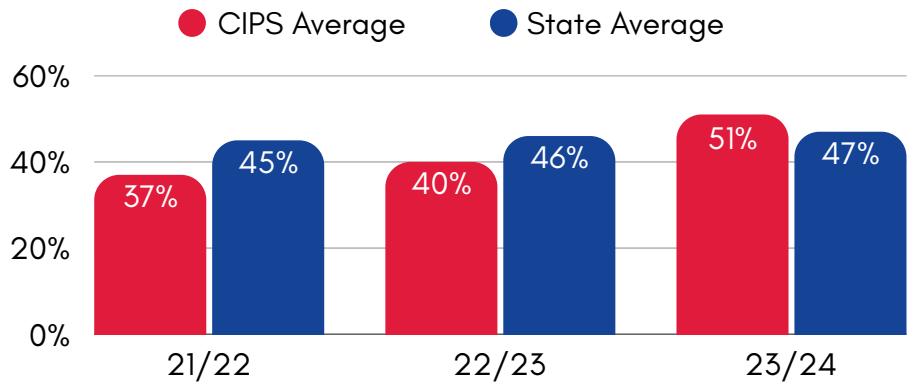


23/24 KSA Reading: Overall Proficient/Distinguished Performance Levels

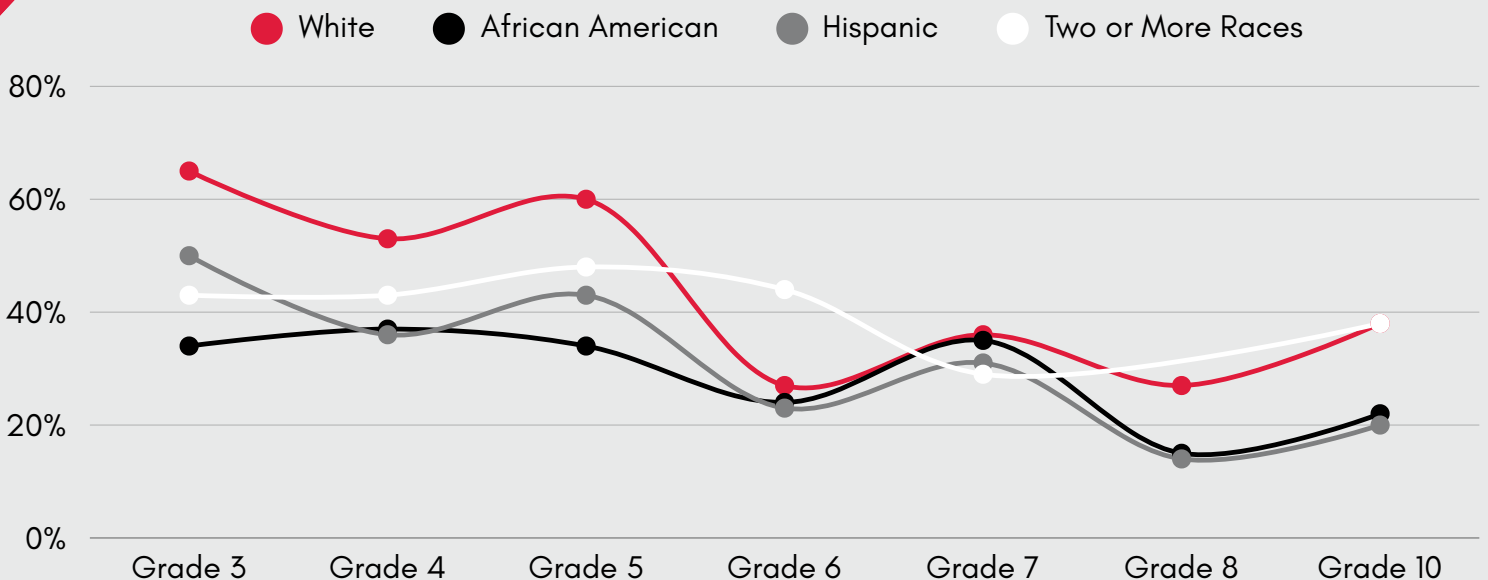


KSA Reading: Grade 3 Proficient/Distinguished Performance Levels*

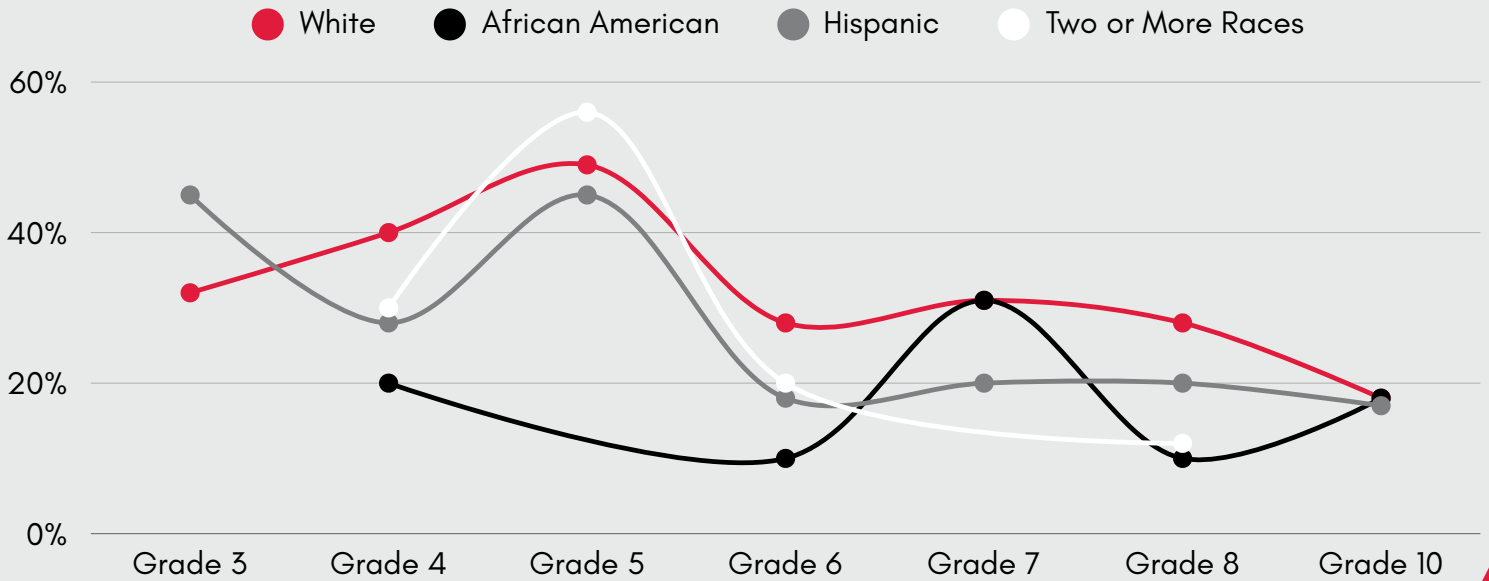
*Reading proficiency by the end of third grade is a key indicator of future academic success. In Kentucky and across the nation, third grade is considered the point where students shift from "learning to read" to "reading to learn." This means students must be able to read fluently in order to succeed in all other subjects.



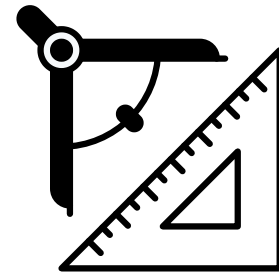
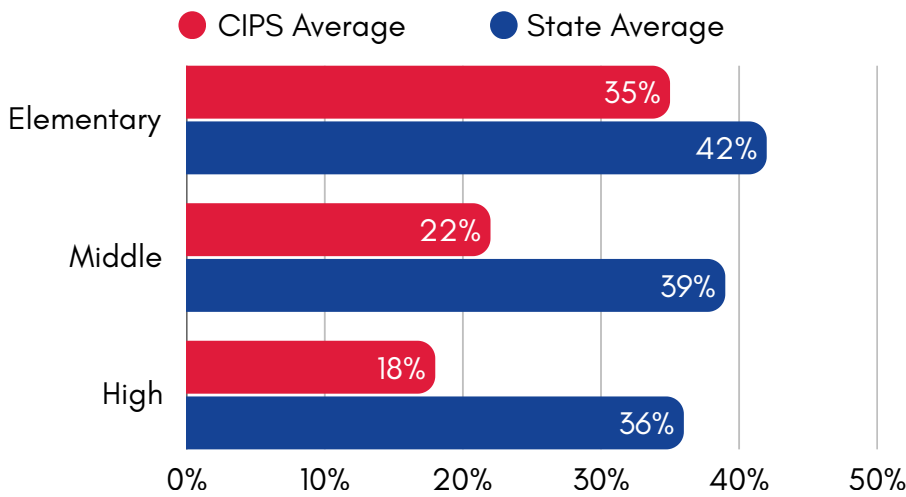
23/24 KSA Reading: Proficient/Distinguished Performance Levels by Race/Ethnicity



23/24 KSA Math: Proficient/Distinguished Performance Levels by Race/Ethnicity



23/24 KSA Math: Overall Proficient/Distinguished Performance Levels

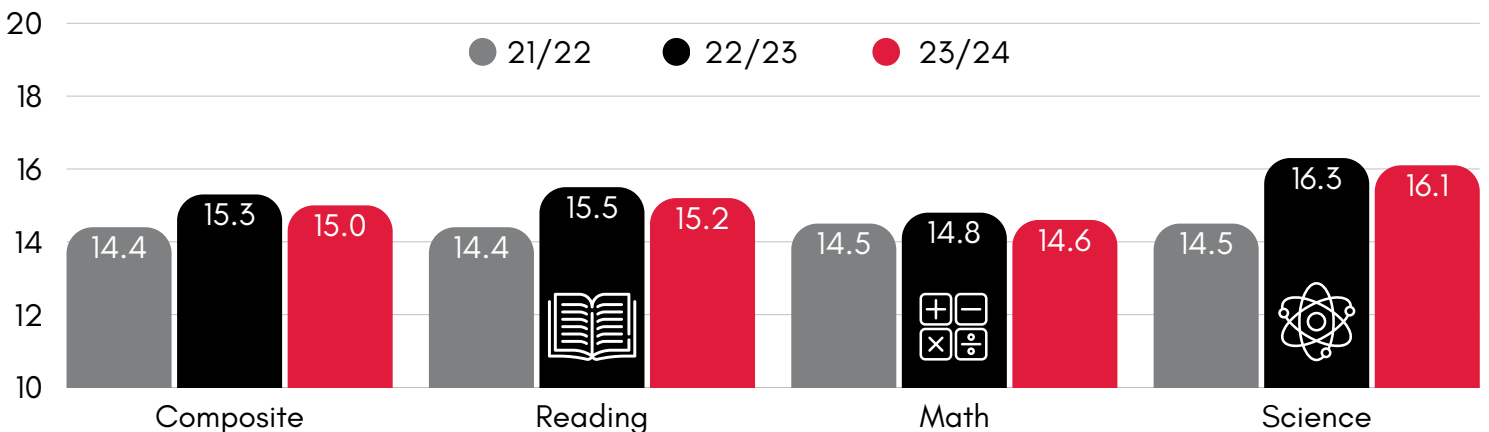


What is the ACT?

The ACT is a nationally recognized college entrance exam that measures what students have learned in English, math, reading, and science. In Kentucky, all public school juniors take the ACT as part of the state assessment system. The test is scored on a scale of 1 to 36, with higher scores indicating stronger academic readiness.



Average ACT Scores





What are dual credit courses?

Dual credit courses allow high school students to earn both high school and college credit simultaneously by taking college-level classes, through partnerships with Northern Kentucky University and Gateway Community & Technical College. These courses give students a head start on their college education, reduce future tuition costs, and prepare them for the rigor of postsecondary coursework. Participation in dual credit can also improve college readiness and increase the likelihood of college enrollment and completion.

145

Holmes High School students enrolled in dual credit courses in 24/25



13 Dual Credit Courses at HHS

- AHS 115 - Medical Terminology
- BUS 100 - Business Essentials
- CIT 105 - Intro to Computers
- EDU 104 - NKU Orientation: Education
- EDU 305 - Intro to Education
- ENG 101 - College Writing
- ENG 102 - Writing & Research
- ENV 110 - Intro to Environmental Science & Issues
- FLC 101 - Pathways to Financial Success
- HIS 102 - History of the United States Through 1877
- HIS 103 - History of the United States Since 1877
- IMD 115 - Intro to Media Arts
- MUSM 110 - Intro to Music Theory

8

Number of Work-Based Mentoring Business Partners

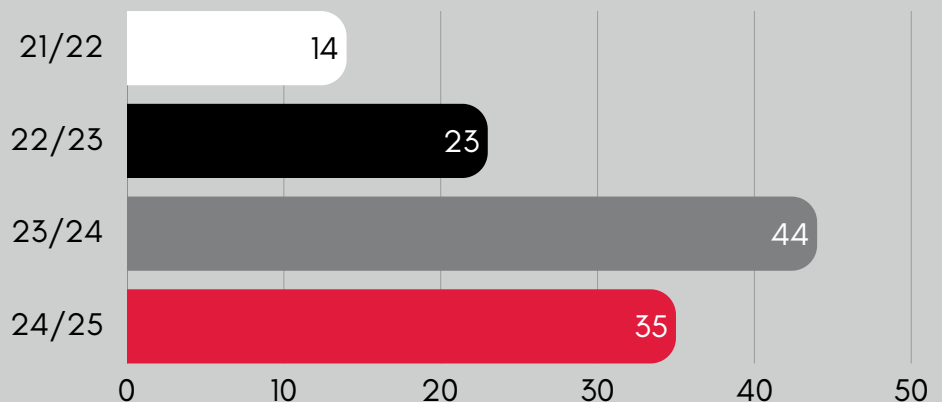
What is work-based mentoring?

Through work-based mentoring, high school students are matched one-to-one with an adult professional in a chosen field of interest to explore a career, career interests, and related workplace and career development issues. Meetings take place once a month at the employer's worksite and (optionally) in-person at school.

Number of Students Participating in Work-Based Mentoring



35



Number of Certified
HHS Art Teachers*

*Visual Arts & Music

2

Number of HHS Students
in Arts Education Classes

231

8 Arts Education Courses at Holmes High School

Visual Arts: Comprehensive

Visual Arts: Sculpture

Visual Arts: Drawing

Music: MUSM 110: Music Theory/Advanced Band

Music: Beginning Band

Music: Chorus

Music: General Band

Music: Modern Music Ensemble



Number of CIPS Certified Art Teachers*



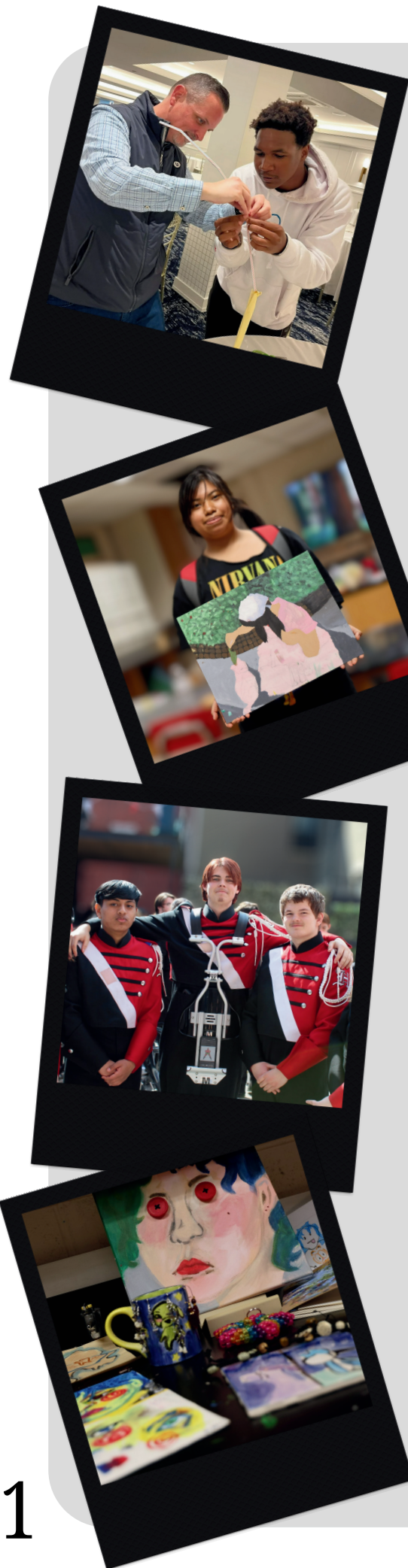
5

*Excluding The Carnegie; arts education classes provided by The Carnegie
teaching artists during the school day at the elementary level and during
out-of-school time programming at all levels

Number of CIPS Students in Art Classes



2621



CAREER & TECHNICAL EDUCATION

What is the Career & Technical Education?

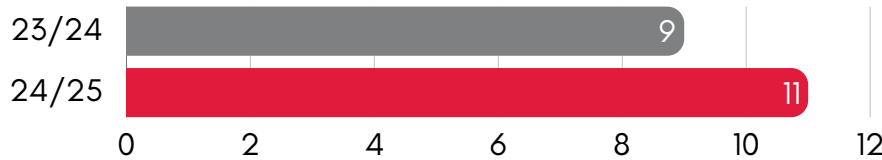
Holmes High School offers 11 Career & Technical Education (CTE) pathways designed to prepare students for high-demand careers and postsecondary success. Students complete a four-course sequence that combines hands-on learning, dual credit opportunities, and industry-recognized certifications.

Through partnerships with local businesses, students gain real-world experience, leadership development, and a clear path to college, careers, or apprenticeships.

Number of Career Pathways Offered at Holmes High School



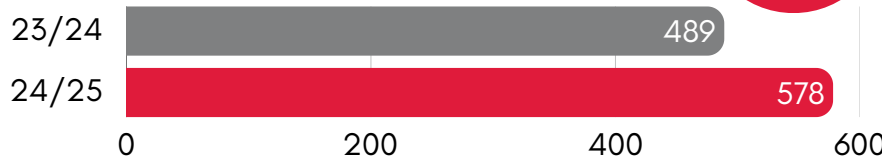
11



Number of Students Enrolled in Pathway Offerings



578



CTE Dual Credit Courses at Holmes High School

AHS 115 - Medical Terminology
 CIT 105 - Intro to Computers
 IMD 115 - Intro to Media Arts
 EDU 104 - NKU Orientation: Education
 EDU 305 - Intro to Education
 BUS 100 - Business Essentials

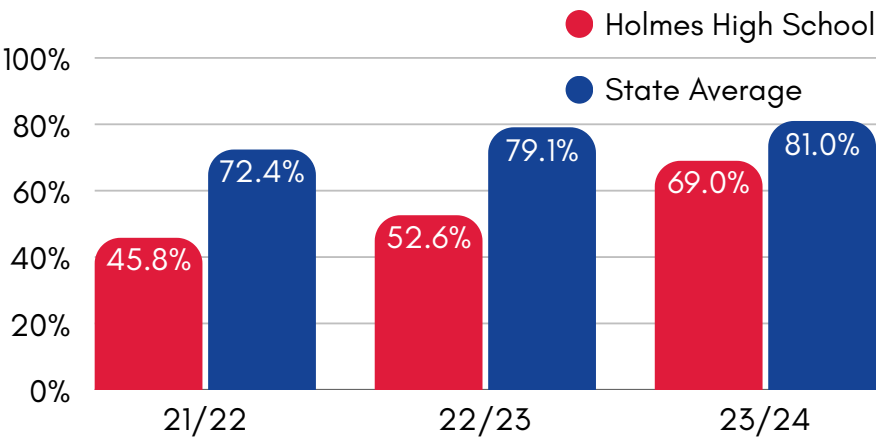
CTE Career Pathways

Allied Health
 Biomedical Sciences
 Computer Programming
 Graphic Design
 Marine Corps JROTC
 Management & Entrepreneurship
 Marketing
 Patient Care Technician
 Residential Carpenter Assistant
 Teaching & Learning
 Welder - Entry Level



POSTSECONDARY READINESS

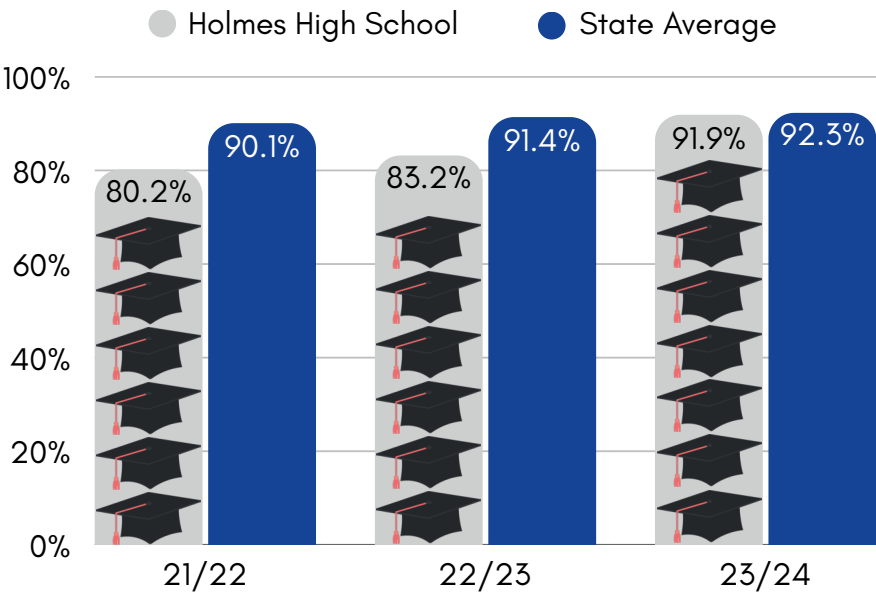
Postsecondary Readiness



Postsecondary State Indicator Ratings



4-Year Graduation Rate



What is Postsecondary Readiness?

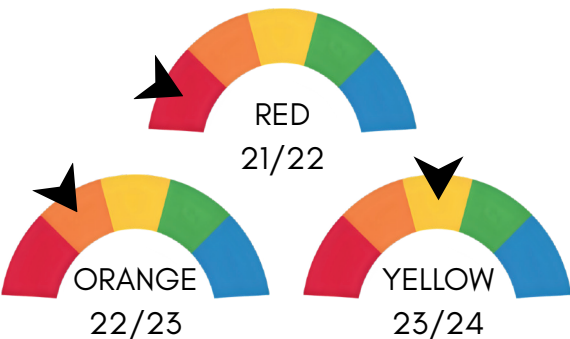
The Kentucky Department of Education defines postsecondary readiness as a measure of whether students have demonstrated that they are ready for college or career. To be considered “postsecondary ready,” a student must meet the criteria for either academic readiness (benchmark scores on ACT; earning credit or meeting thresholds for AP, IB, or dual credit courses), career readiness (industry certification, CTE end-of-program assessment qualifying score, military enlistment, etc.), or both at the time of high school graduation.

What are State Indicator Ratings?

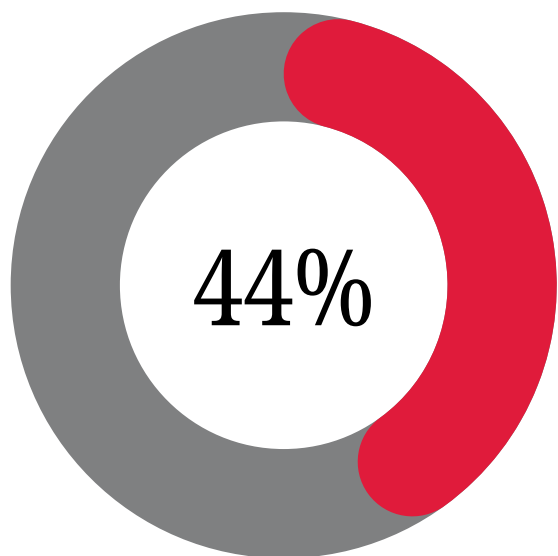
The Kentucky Department of Education assigns ratings for how well schools perform in key areas, called “state indicators.” These ratings are shown using five color levels, from red (lowest) to blue (highest). A school’s rating for each indicator is based on two things: how well the school scores in the current year (status) and how much it has improved or declined compared to the previous year (change).



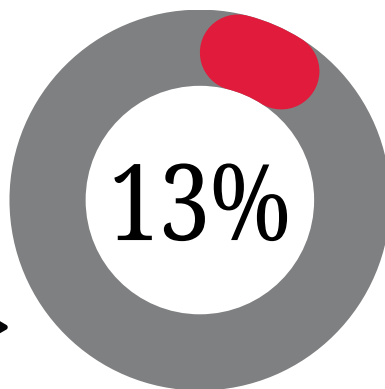
Graduation Rate State Indicator Ratings



STUDENT INVOLVEMENT



Students
Participating in at
Least One Extra/Co
Curricular Activity



Students
Participating in Two
or More Extra/Co
Curricular Activities



Average Daily Attendance of
Community Learning Centers

→ 548



Number of District Community
Learning Centers

→ 7



Total Number of Extra/Co
Curricular Activities*

→ 67



*Each Community Learning Center (CLC) program is considered one activity

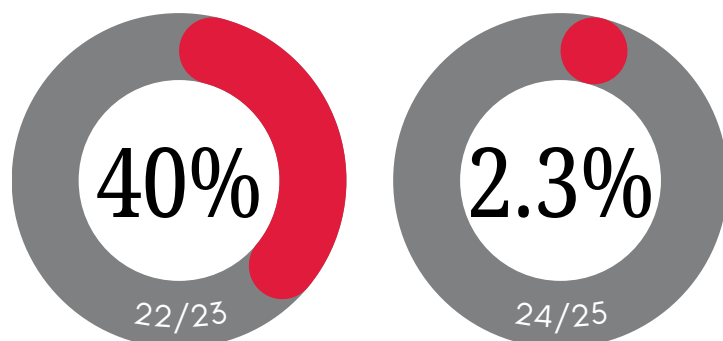


STUDENT WELL-BEING

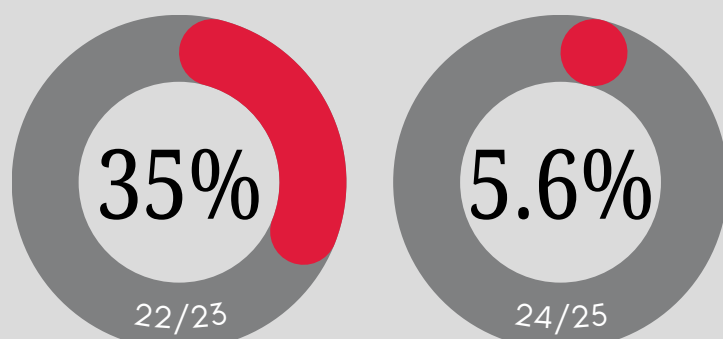
What is the KIP Survey?

The Kentucky Incentives for Prevention (KIP) Survey is the state's largest source of information on student use of alcohol, tobacco, and other drugs. Conducted every two years, it anonymously gathers data from students in grades 6, 8, 10, and 12 to help schools, communities, and state leaders understand trends in youth substance use and related risk factors, such as peer influence, mental health, and school safety.

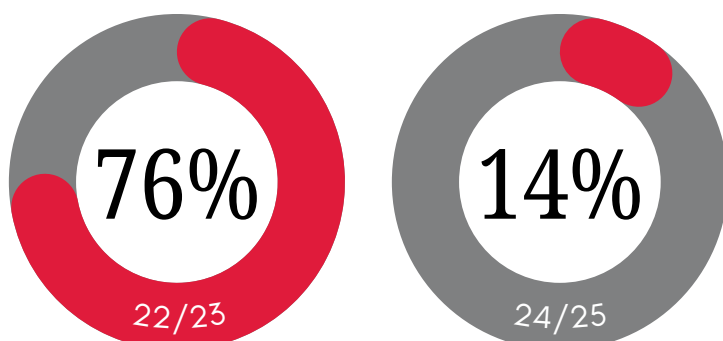
Students Who Reported Cigarette Use in the Past 30 Days



Students Who Reported Alcohol Use in the Past 30 Days

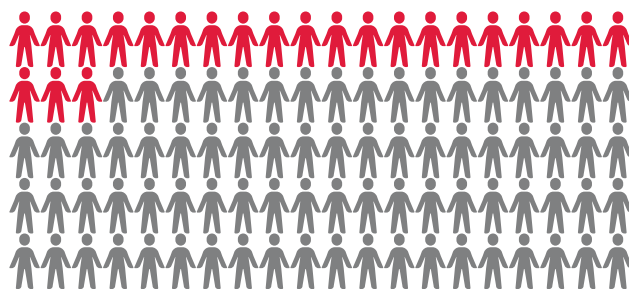


Students Who Reported Marijuana Use in the Past 30 Days



Students With Psychological Distress in the Past 30 Days*

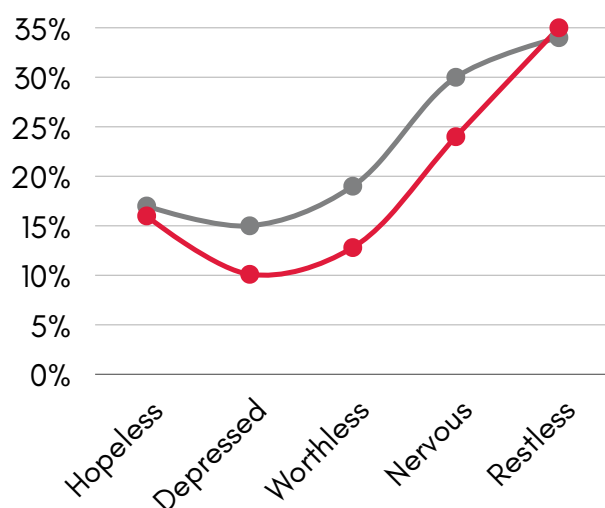
*Based on the Kessler Psychological Distress Scale/K6 Scale and responses to feeling nervous, hopeless, restless or fidgety, so depressed nothing could cheer you up, worthless, etc.



Decreased from **25%** in 22/23
to **23%** in 24/25

Students Who Reported Feelings of Distress and Emotional Challenges

● 22/23 ● 24/25

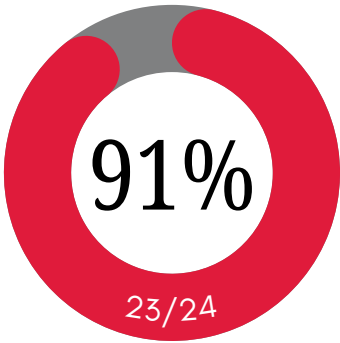
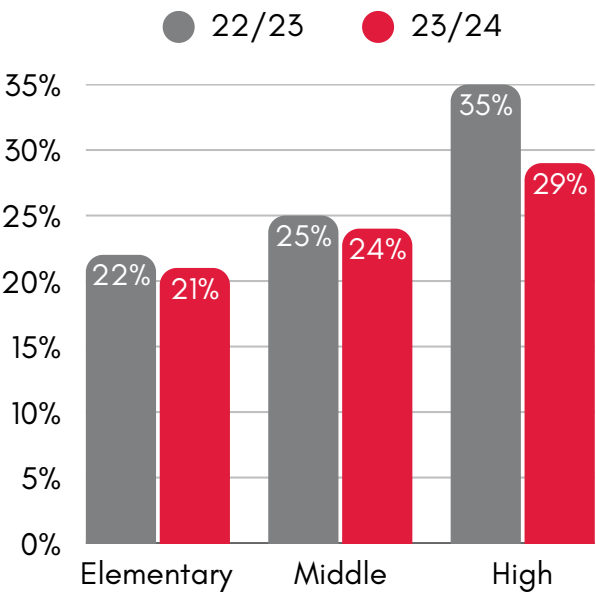


*KIP data reflect responses from the 10th grade student population.

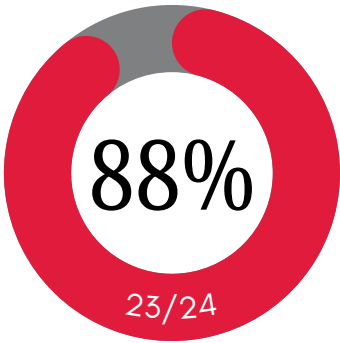
What is the Quality of School Climate and Safety Survey?

The Quality of School Climate and Safety Survey measures how safe, supported, and respected students feel at school. It is part of Kentucky’s statewide accountability system and helps schools understand and improve the learning environment. This data helps schools identify strengths and areas for growth and ensures student voice is part of school improvement efforts.

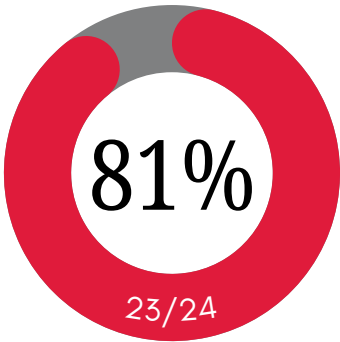
Students Who Indicate No Adult at School Would Notice Their Absence



Elementary Students Who Agree or Strongly Agree That Adults at School Care About Them



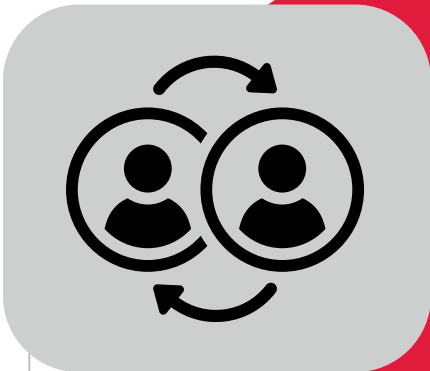
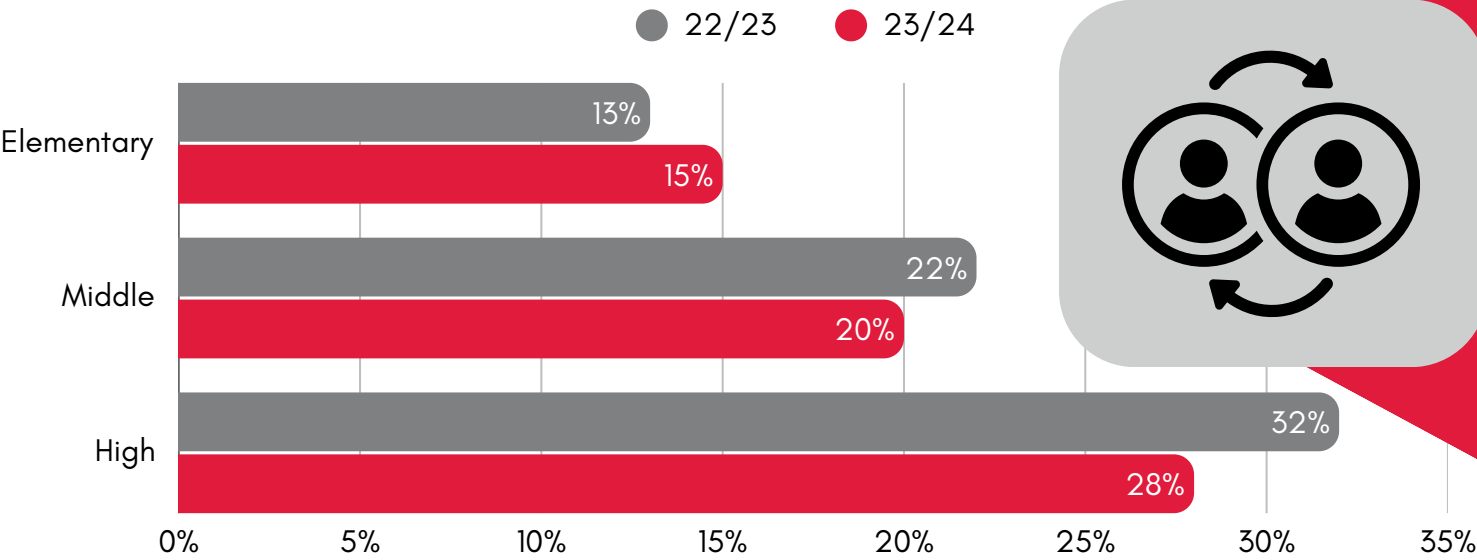
Middle School Students Who Agree or Strongly Agree That Adults at School Care About Them



High School Students Who Agree or Strongly Agree That Adults at School Care About Them



Students Who Indicate They Do Not Feel Connected at School



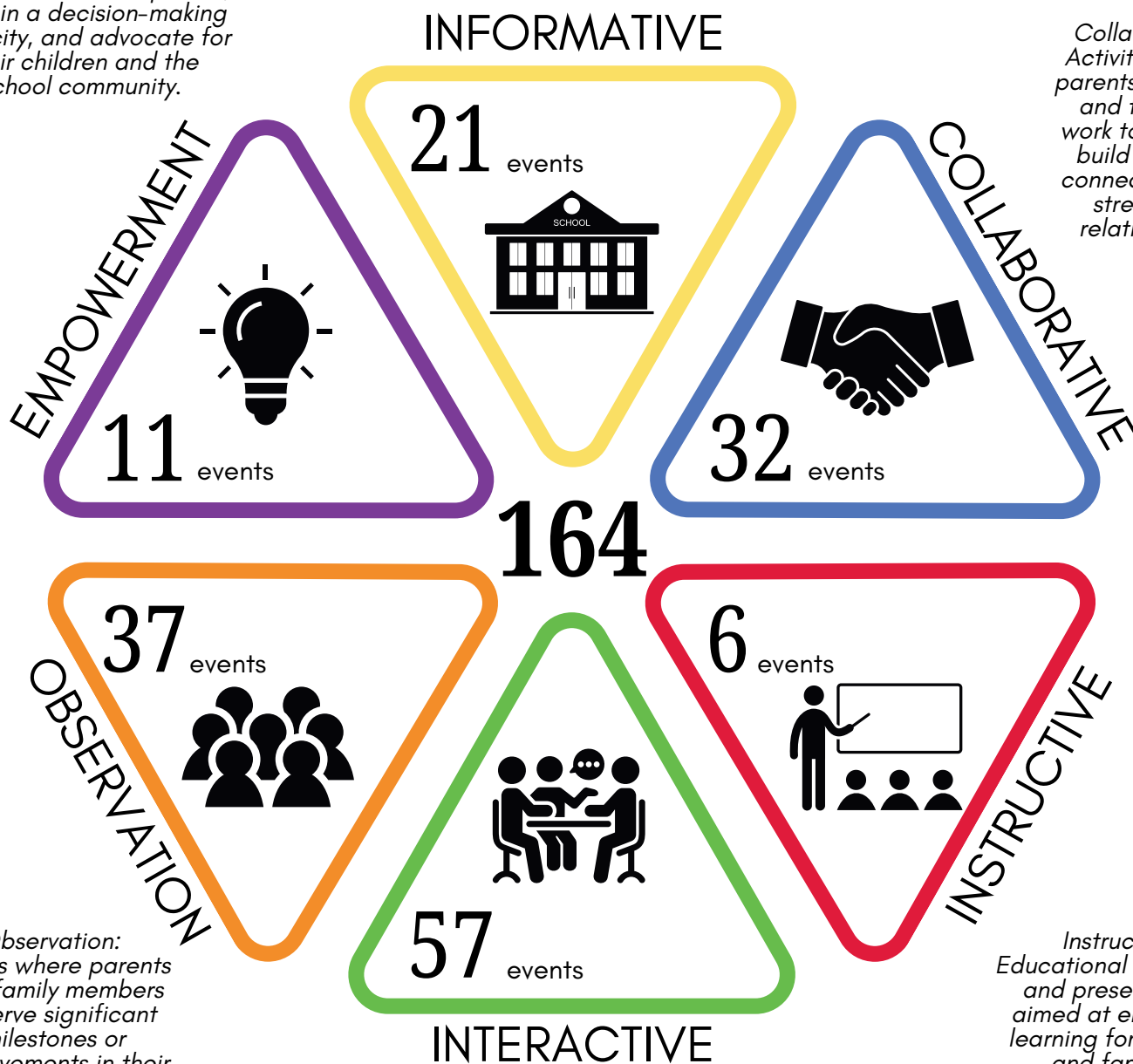
COMMUNITY & FAMILY ENGAGEMENT

Within CIPS, family engagement is defined as the percentage of students with at least one adult who attends a district-sponsored event during the school year. To better serve the diverse needs of families, events are classified into six categories. During the 24/25 school year, there were 164 diverse offerings, ensuring that all families have opportunities to engage meaningfully with the school and support their children's success.

Empowerment:
Opportunities for parents to take on leadership roles, serve in a decision-making capacity, and advocate for their children and the school community.

Informative: Events designed to raise awareness and foster relationships between families and the school.

Collaborative:
Activities where parents, students, and teachers work together to build stronger connections and strengthen relationships.

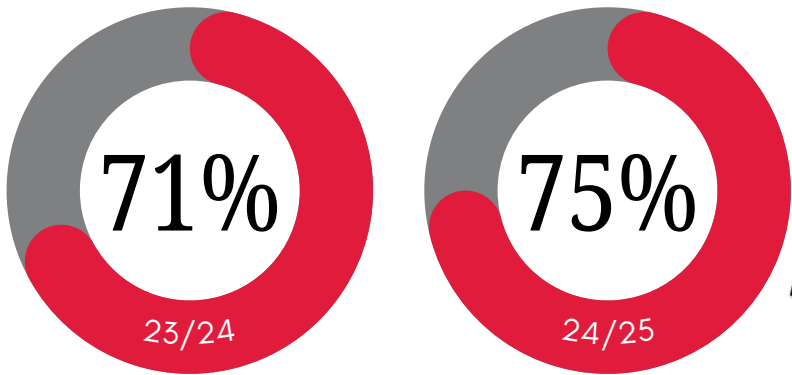


Observation:
Events where parents and family members observe significant milestones or achievements in their children's lives.

Interactive: Events that invite families to participate together in celebrating special occasions or holidays.

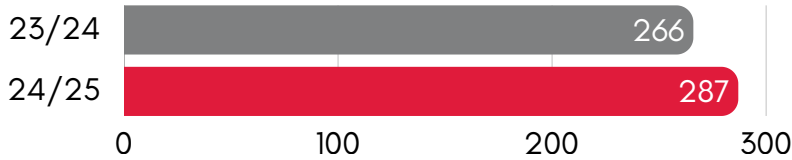
Instructive:
Educational workshops and presentations aimed at enhancing learning for students and families.

Students With an Adult Who Attended at Least One Family Engagement Event

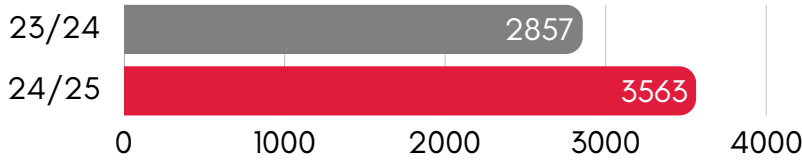


6 Sites Reported Over 90% of Students With an Adult Attending a Family Engagement Event

Students With an Adult Volunteer Mentor



Number of District Volunteer Hours



Become a mentor to a Covington student today!



Visit <https://bit.ly/CIPSDCFE> or scan the QR code for more information.



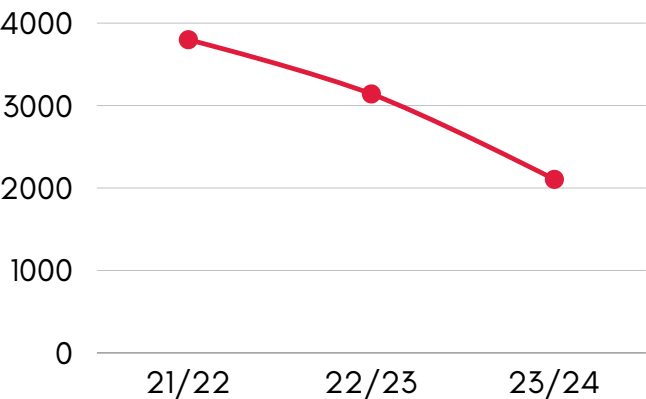
SCHOOL SAFETY

Districtwide, behavior events decreased by

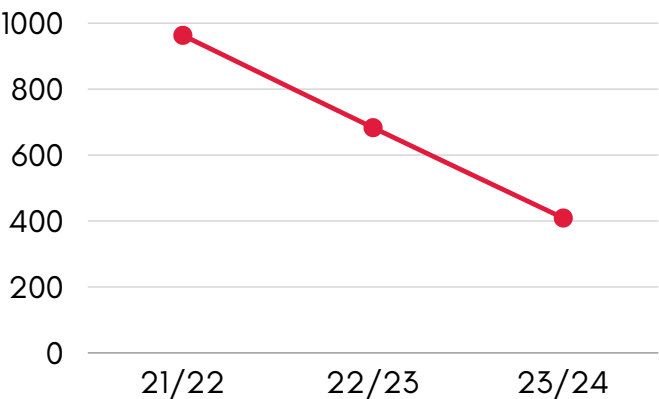
45%

from the 21/22 to 23/24 school year.

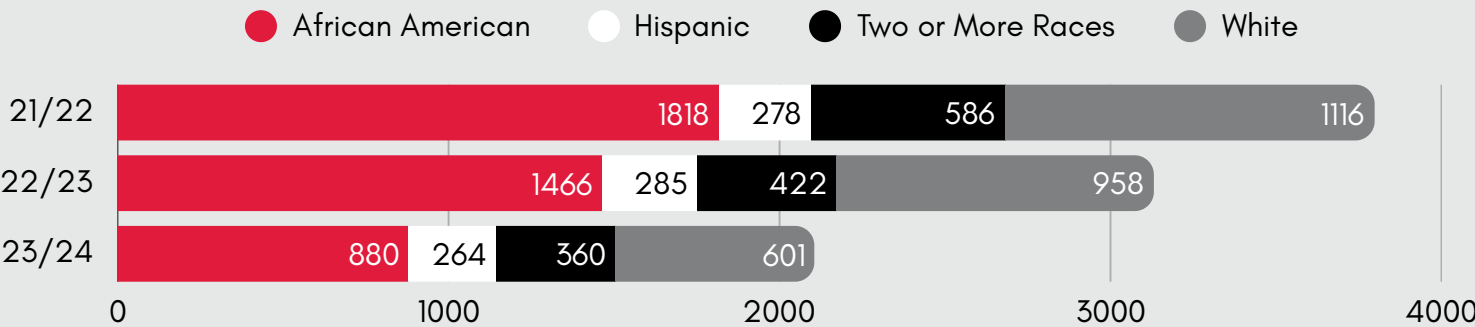
Behavior Events:
Districtwide Total



Behavior Events:
Students with Disabilities

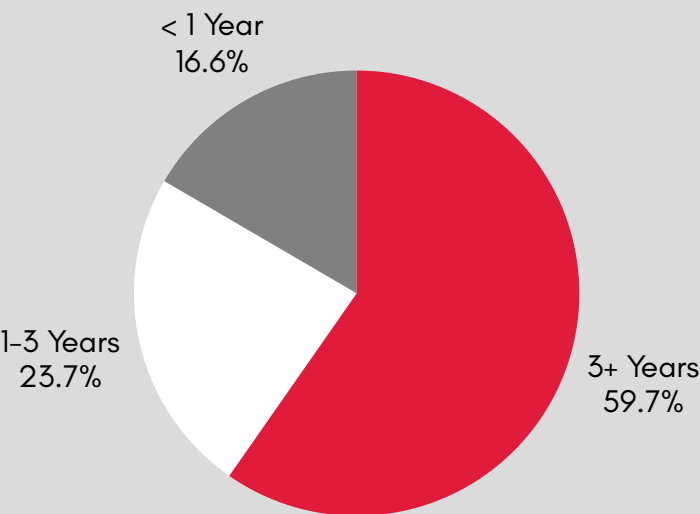


Districtwide Behavior Events by Race

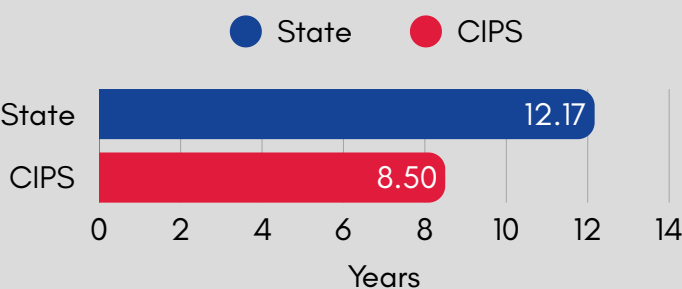


SCHOOL CULTURE & STAFF RETENTION

Certified Teacher Experience

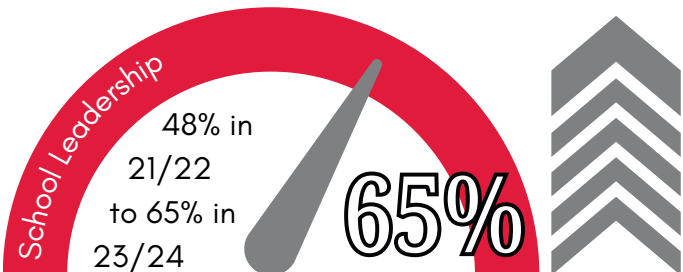
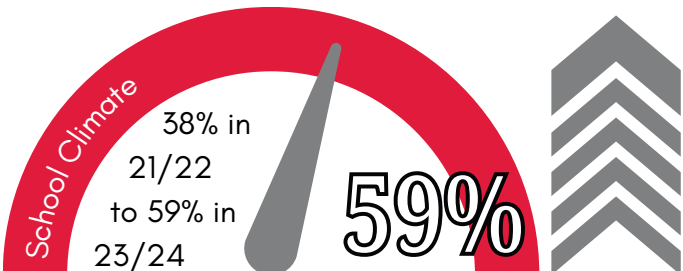
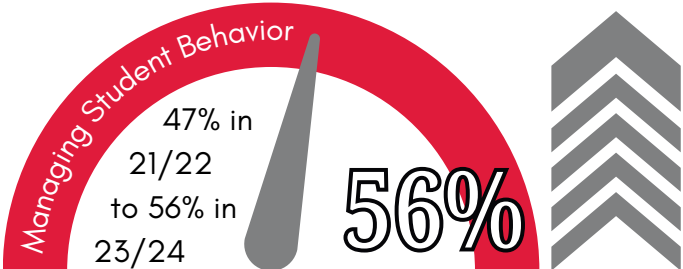


Average Teacher Experience

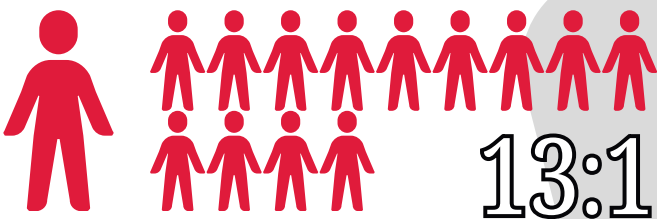


Teachers with Positive Perceptions of Working Conditions*

*Based on Panorama Education’s analysis of 2024 Impact Kentucky results.



Student Teacher Ratio



13:1 Student Teacher Ratio in CIPS Compared to 15:1 Ratio in Kentucky

The **Impact Kentucky Working Conditions Survey** is given to Kentucky educators every two years to gather feedback on their school's teaching and learning environment. The survey covers areas like professional growth, leadership, and overall school climate, and helps identify strengths and areas for improvement to better support teachers and staff.

Staff Perceptions of Professional Growth Opportunities

✓ 43% >>> 60%

There was a notable improvement in perceptions of quality of professional growth and learning opportunities, with favorable responses rising from 43% in 2021-22 to 60% in 2023-24.

Staff Perceptions of Emotional Well-Being of Colleagues

✓ 96% >>> 75%

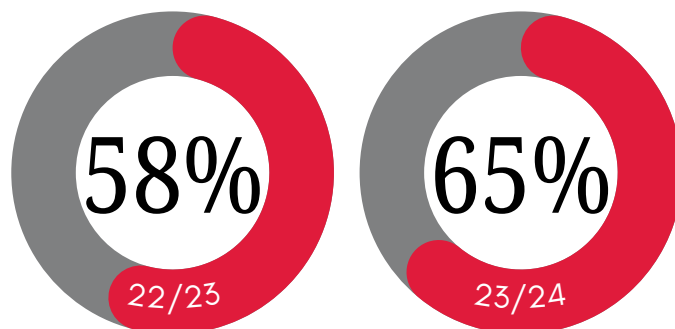
In 2021-22, 96% of respondents expressed concern about the emotional well-being of their colleagues. In 2023-24, that number decreased to 75%, suggesting growing confidence in the support and well-being of fellow educators.

Emotional Well-Being of Staff

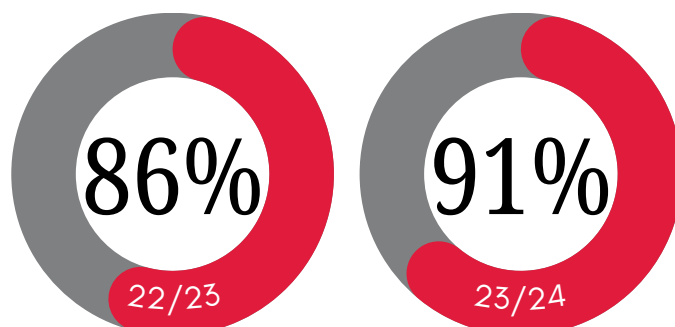
✓ 86% >>> 64%

In 2021-22, 86% of respondents reported concern about their emotional well-being due to their work. By 2023-24, that number decreased to 64%, reflecting an improvement in how staff are experiencing their work environment.

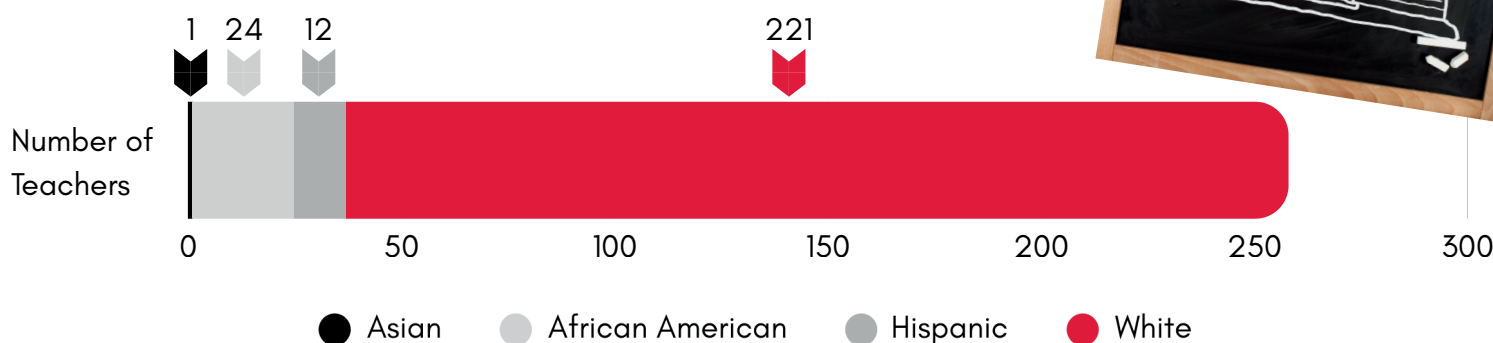
Overall District Teacher Retention



Overall District Administrator Retention



Teacher Demographics



EMPLOYEE ASSISTANCE PROGRAM

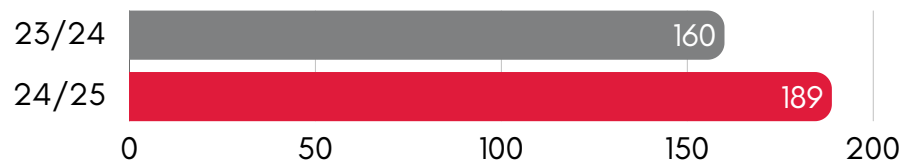
In partnership with St. Elizabeth Healthcare, Covington Independent Public Schools offers a free, confidential Employee Assistance Program (EAP) to support staff and their families. The EAP provides professional counseling—both in-person and via telehealth—for a range of personal challenges, including stress, depression, grief, relationship issues, parent/family problems, and more.



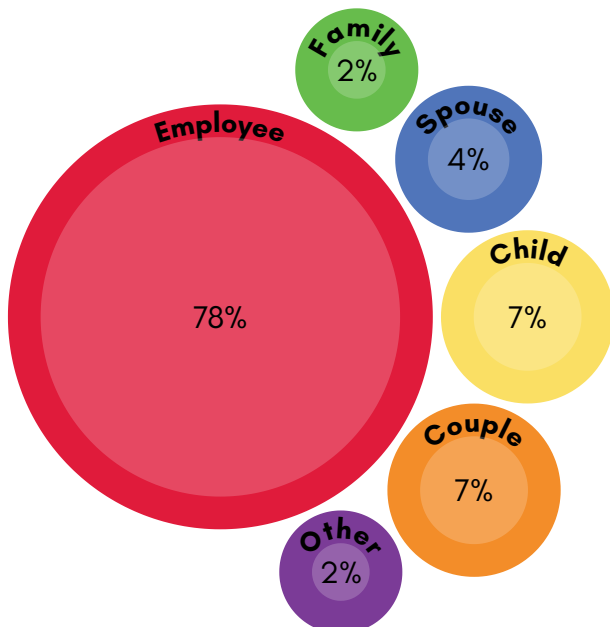
Total Service Users



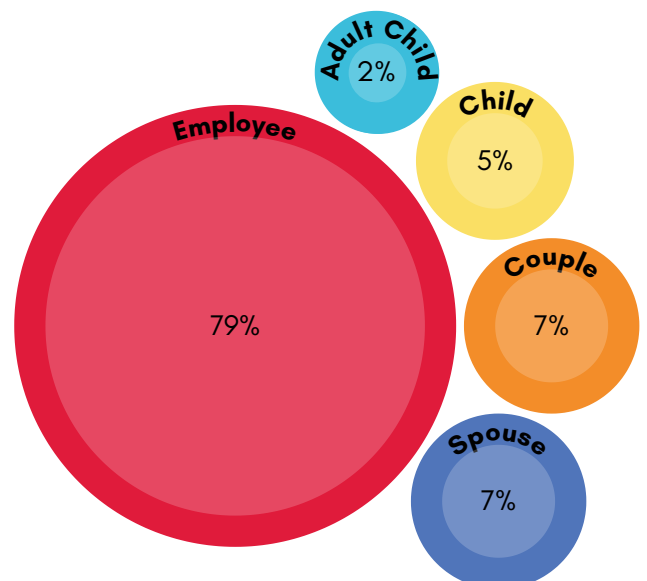
Total Service Hours



EAP Client Type
23/24



EAP Client Type
24/25



DISTRICT EFFICIENCY

District Annual Budget



\$65.9 million

24/25 Annual Budget



\$62.2 million

23/24 Annual Budget



\$56.5 million

22/23 Annual Budget



\$54.7 million

21/22 Annual Budget



Elementary Building Capacity

71%

24/25 Elementary Building Capacity

70%

23/24 Elementary Building Capacity

71%

22/23 Elementary Building Capacity

70%

21/22 Elementary Building Capacity



Alvin L. Garrison, Superintendent of Schools

July 2025