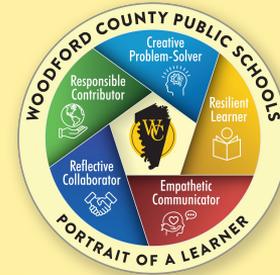


Woodford County Board of Education Data Review 2026



Agenda - 2/10/26

1. WCPS Demographics
2. Academic Data - Spring 2025
3. Plans for Continuous Improvement
4. Progress Monitoring Data - Current
5. Post-Secondary Readiness
6. Behavior/Mental Health Data
7. Impact Survey



Woodford County
Middle School

WOODFORD

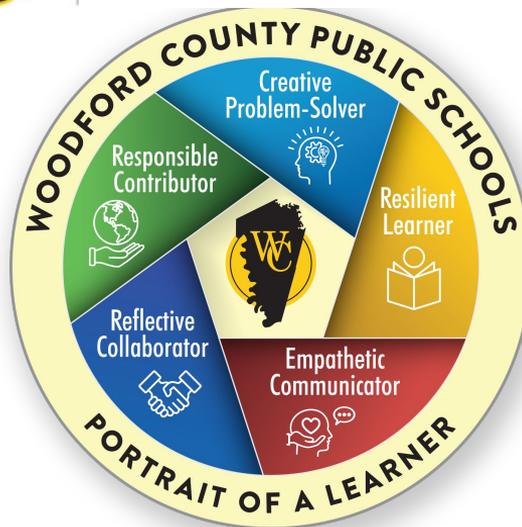


VIRTUAL LEARNING
ACADEMY



Northside
Elementary School

Lifelong Learners, Lifelong Leaders



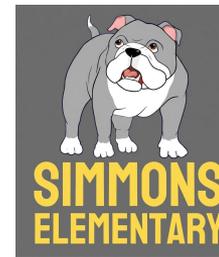
Huntertown
Elementary

Where Great Minds Meet!



Woodford County
High School

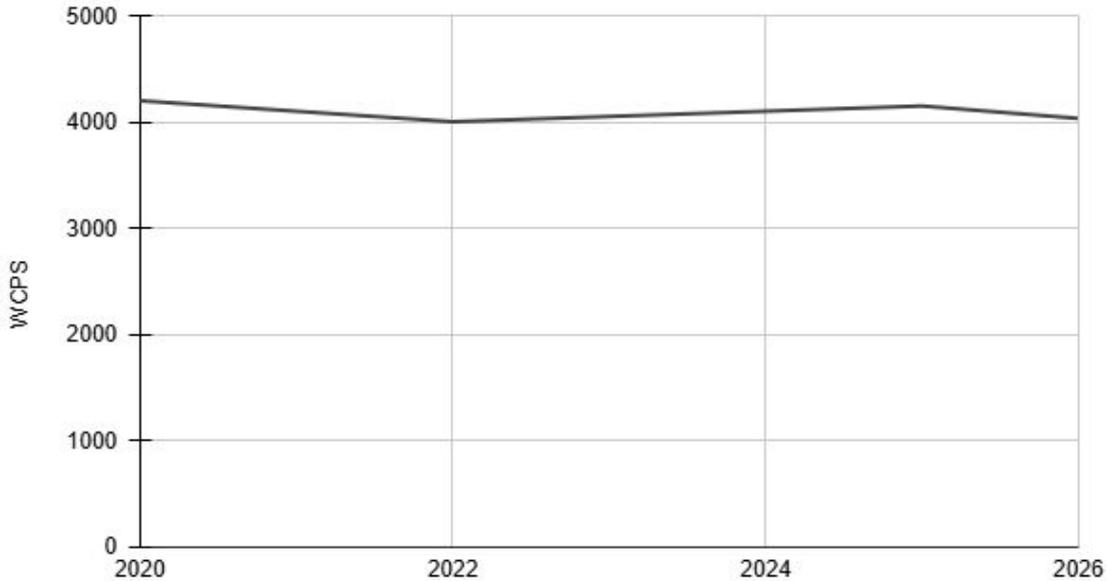
Educate & Inspire





	2020	2022	2025	2026
WCPS	4207	4006	4140	4048

WCPS Enrollment



WCPS by
the #s

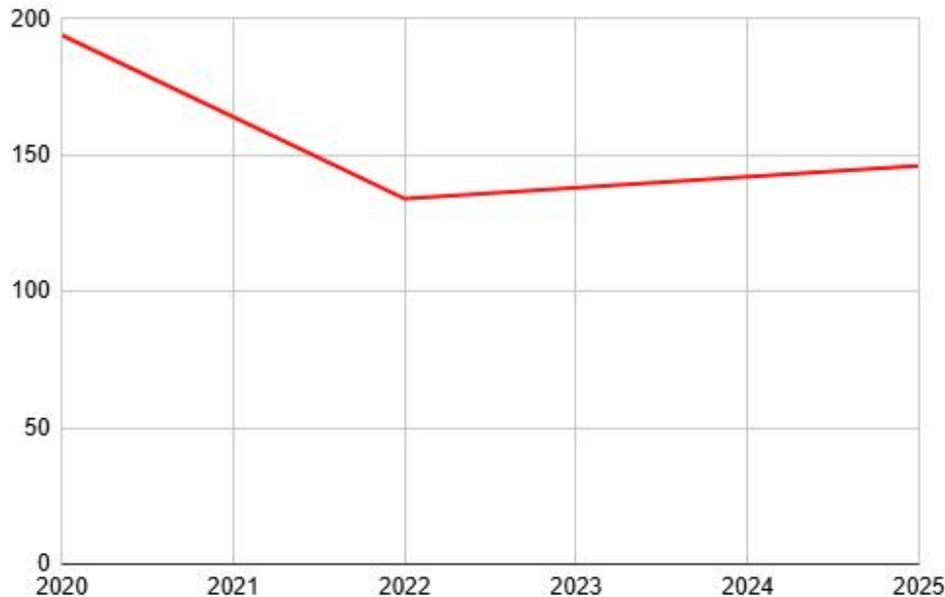
Grade	# of Students
K	232
1	269
2	239
3	284
4	318
5	280
6	316
7	299
8	280
9	324
10	280
11	303
12	291
Avg. 286/grade	

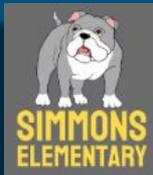


Woodford County Preschool

	2020	2022	2025	2026
Preschool	194	134	146	139

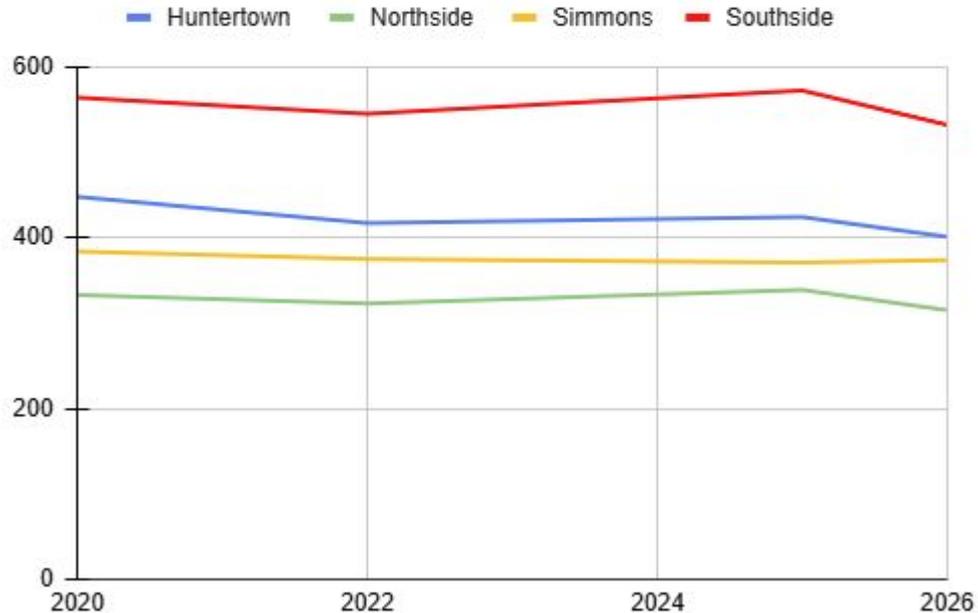
WCPS Preschool





	2020	2022	2025	2026
Huntertown	448	417	424	401
Northside	333	323	339	315
Simmons	384	375	371	374
Southside	564	545	572	532

Elementary Enrollment





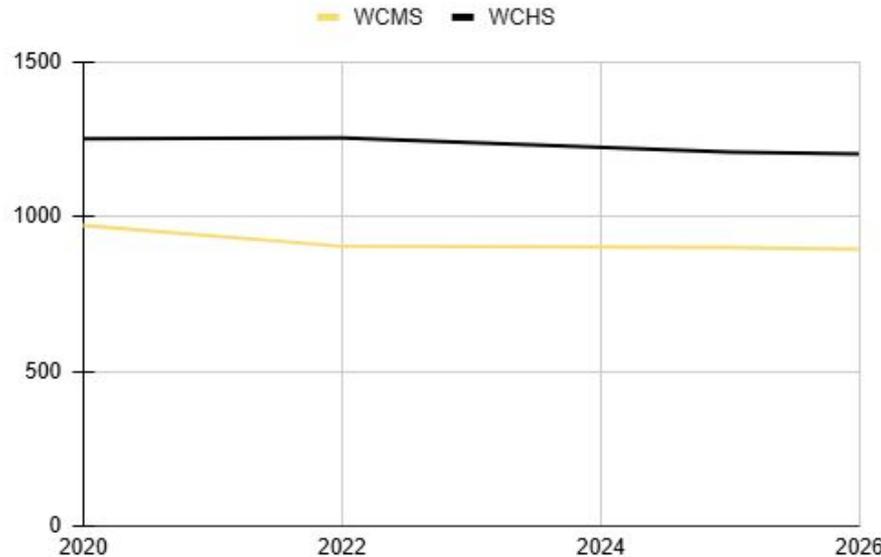
Woodford County
Middle School



Woodford County
High School
Educate & Inspire

	2020	2022	2025	2026
WCMS	971	904	901	895
WCHS	1251	1254	1209	1202

WCMS and WCHS Enrollment





	2020	2022	2025	2026
SHA	62	29	29	24
WVLA	0	0	119	137

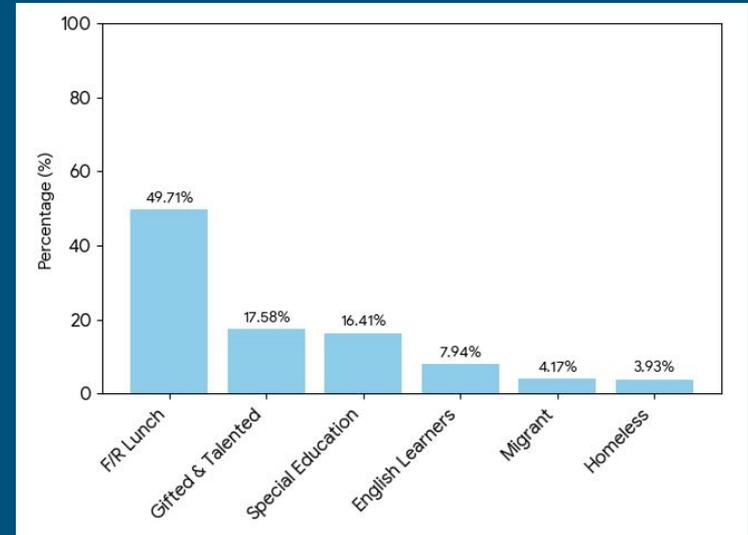
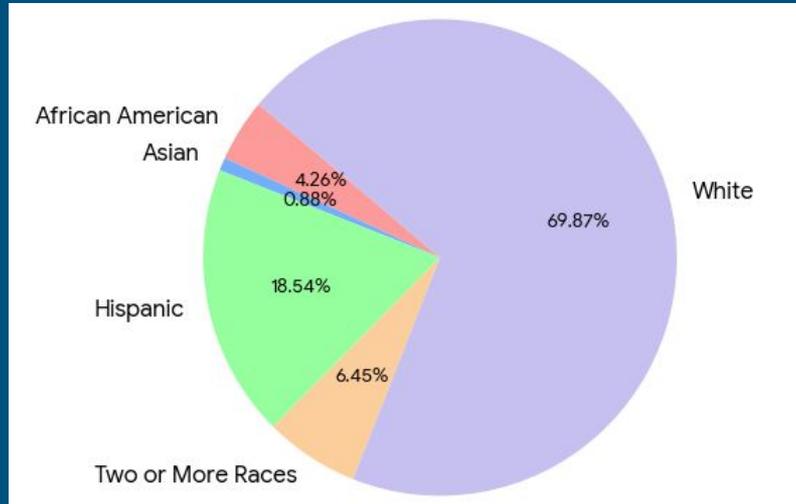




Woodford County Public Schools

Where Kids Win!

Student Demographics



All Certified Staff: Teachers, Admin, Counselors, etc.



Woodford County Public Schools

Where Kids Win!

Certified Staff Demographics

Gender	Staff
All Certified School Staff	331
Female	268
Male	63

All Certified Staff:
Teachers, Admin,
Counselors, etc.

Race/Ethnicity	Staff *87 did not indicate
All Certified School Staff	331
African American	8
Hispanic or Latino	5
Two or More Races	2
White	229

Gender	Teachers
All Certified Teachers	271
Female	223
Male	48

Certified Teachers
Only

Race/Ethnicity	Teachers *74 did not indicate
All Certified School Staff	271
African American	5
Hispanic or Latino	5
Two or More Races	2
White	185

All Certified Staff: Teachers, Admin, Counselors, etc.



Woodford County

Public Schools

Where Kids Win!

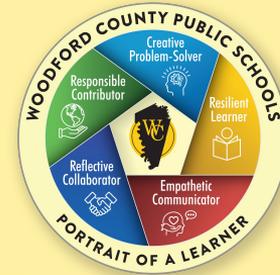
Classified Staff Demographics



Gender	Staff
All Classified Staff	327
Female	238
Male	89

Race/Ethnicity	Staff *108 did not indicate
All Classified Staff	327
African American	16
American Indian	1
Hispanic or Latino	11
Two or More Races	2
White	201

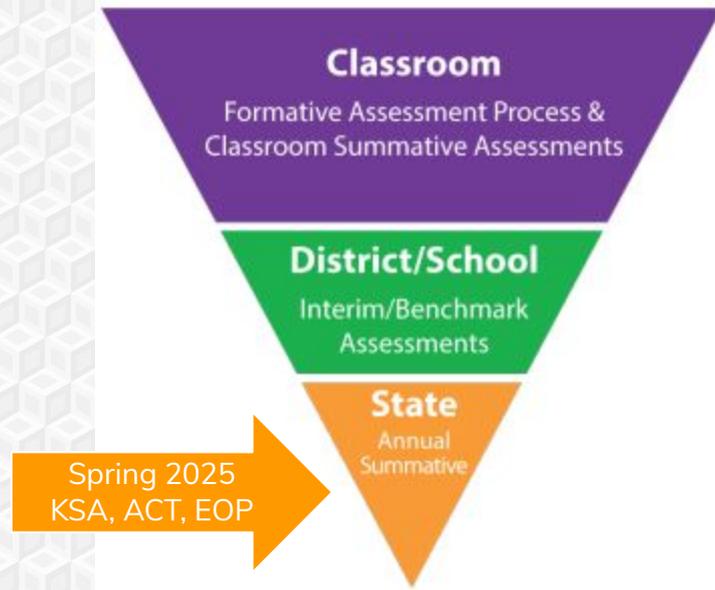
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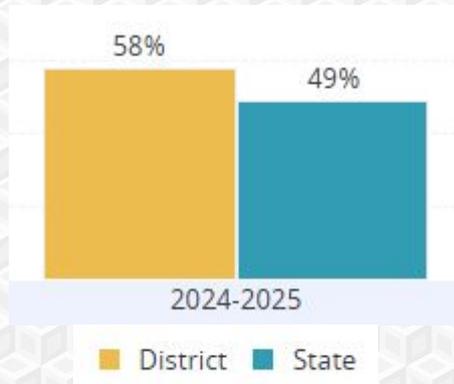
WCPS Assessment Data



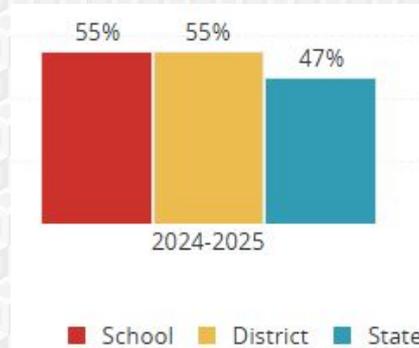
State Assessment Results in Reading

% of Students at Proficient/Distinguished

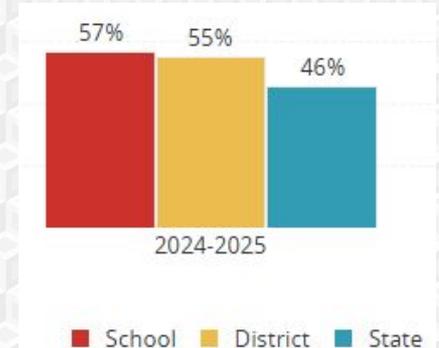
Elementary
3-5



Middle
6-8



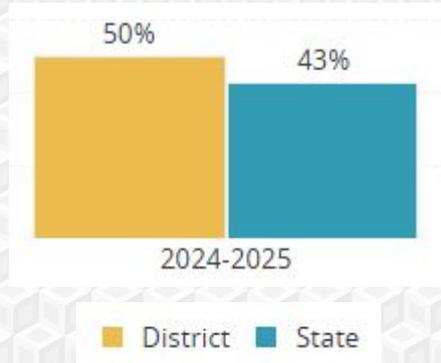
High
10



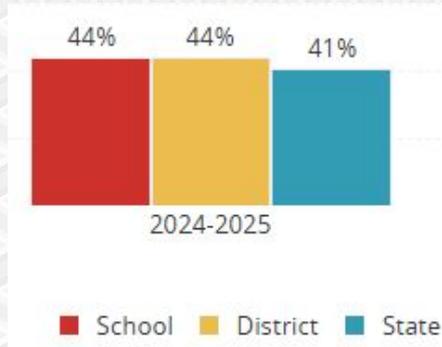
State Assessment Results in Math

% of Students at Proficient/Distinguished

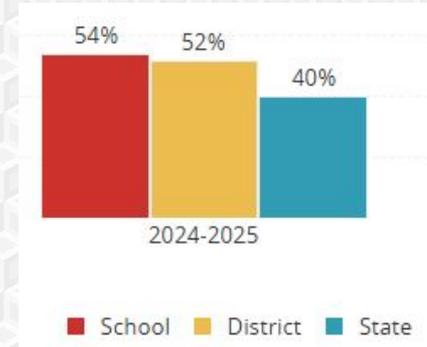
Elementary
3-5



Middle
6-8



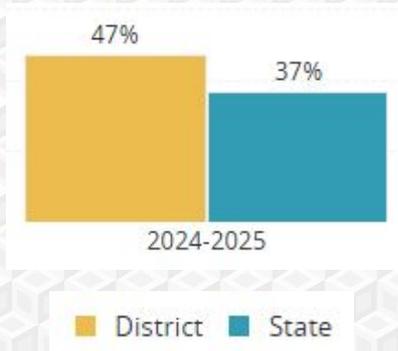
High
10



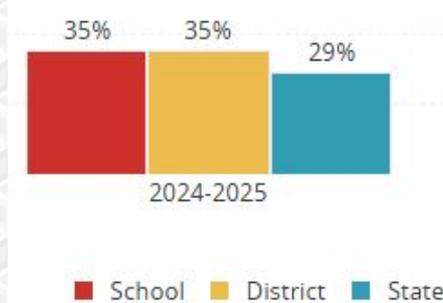
State Assessment Results in Science

% of Students at Proficient/Distinguished

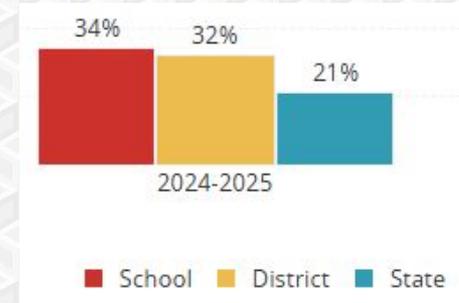
Elementary
4



Middle
6-8



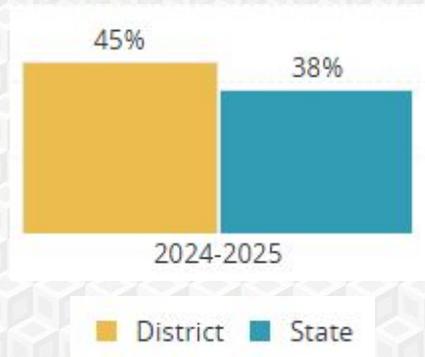
High
11



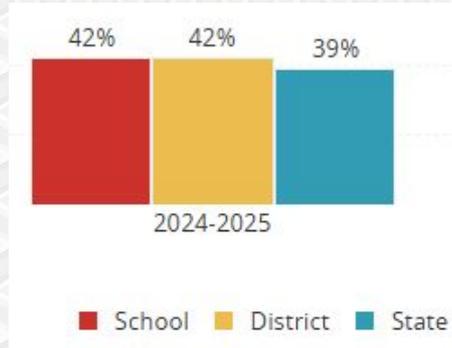
State Assessment Results in Social Studies

% of Students at Proficient/Distinguished

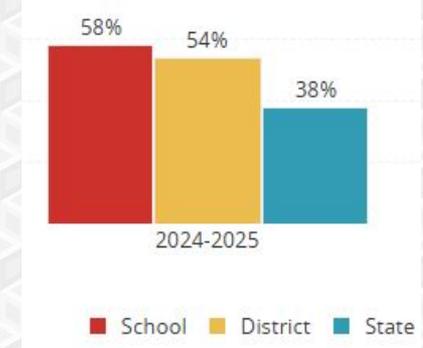
Elementary
5



Middle
8



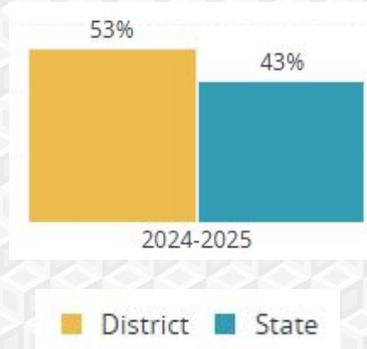
High
11



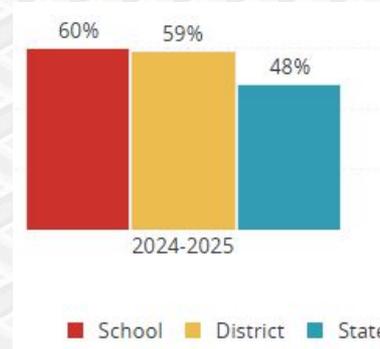
State Assessment Results in **Writing**

% of Students at Proficient/Distinguished

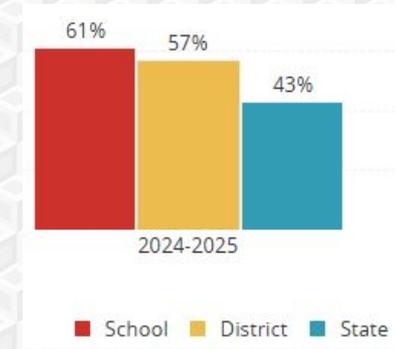
Elementary
5



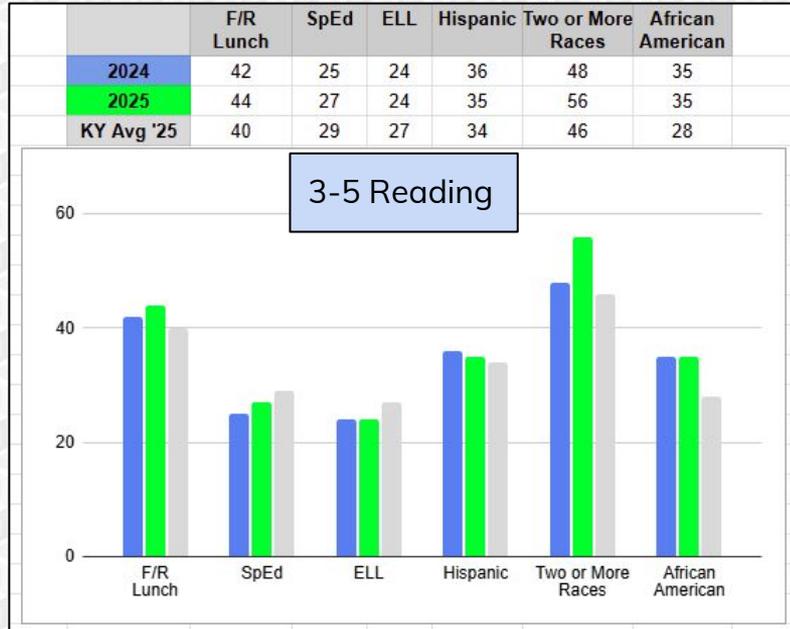
Middle
6-8



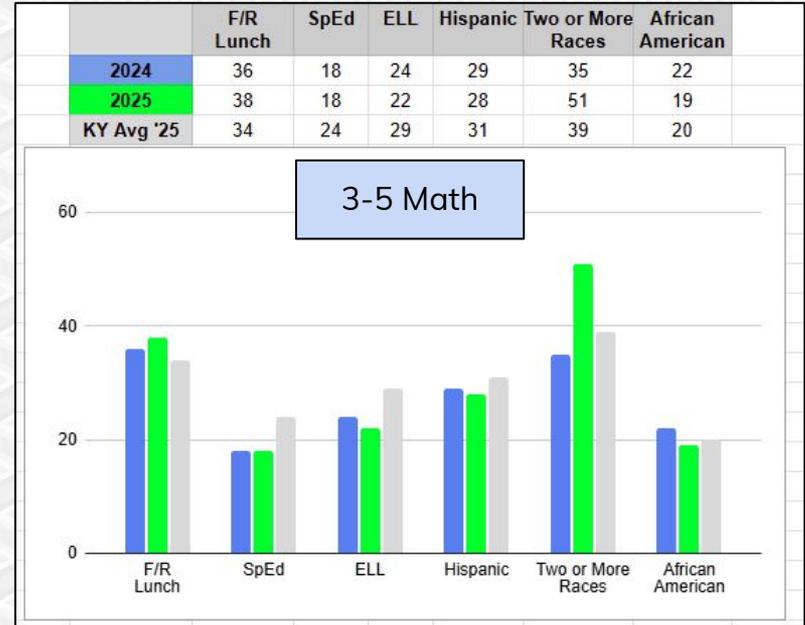
High
11



Closer Look at Subgroups... 3rd-5th Grades



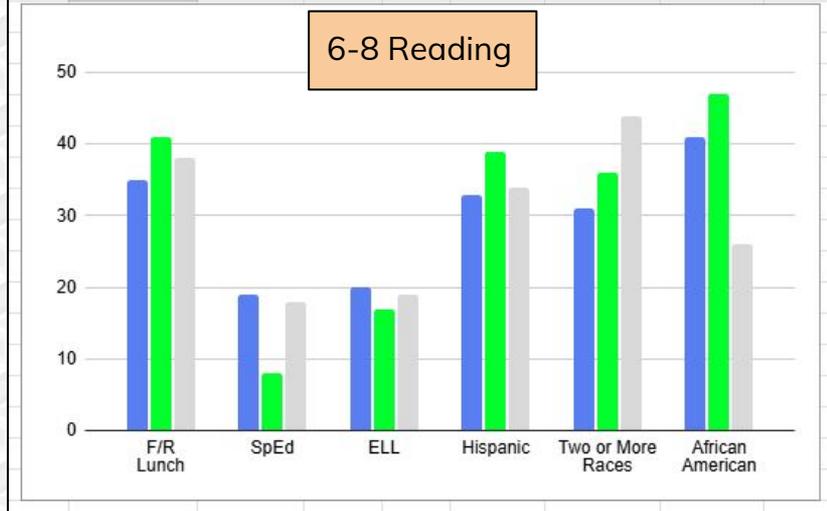
Plus +
Increase in F/R Proficiency



Delta Δ
SpEd/ELL Proficiency Rates

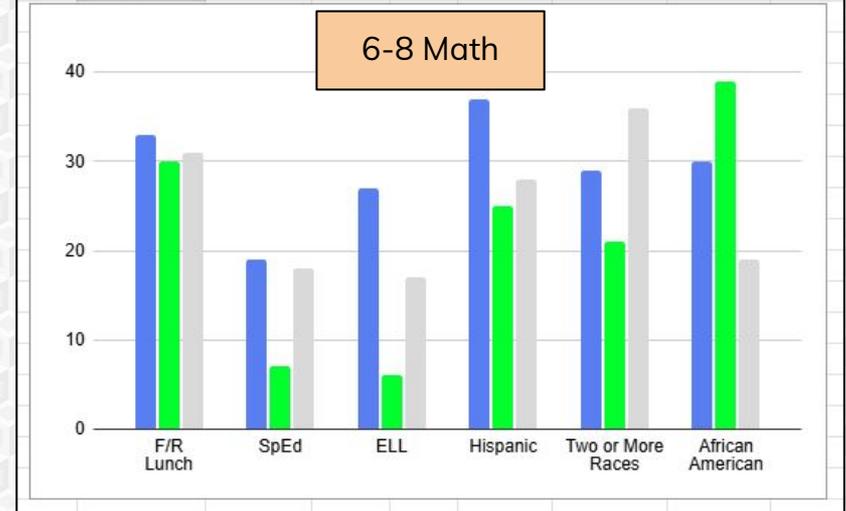
Closer Look at Subgroups... 6th-8th Grades

	F/R Lunch	SpEd	ELL	Hispanic	Two or More Races	African American
2024	35	19	20	33	31	41
2025	41	8	17	39	36	47
KY Avg '25	38	18	19	34	44	26



Plus +
Increase in F/R and Minority Reading Proficiency

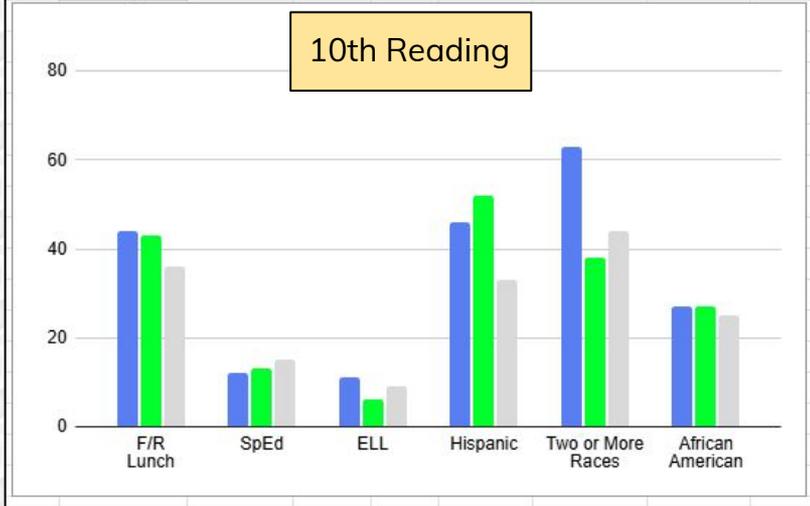
	F/R Lunch	SpEd	ELL	Hispanic	Two or More Races	African American
2024	33	19	27	37	29	30
2025	30	7	6	25	21	39
KY Avg '25	31	18	17	28	36	19



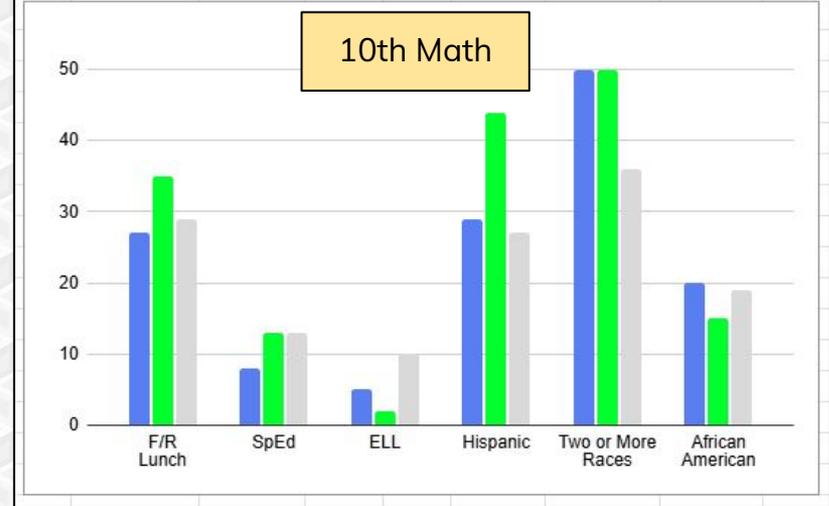
Delta
Decrease in SpEd/ELL Proficiency Rates

Closer Look at Subgroups...10th Grade

	F/R Lunch	SpEd	ELL	Hispanic	Two or More Races	African American
2024	44	12	11	46	63	27
2025	43	13	6	52	38	27
KY Avg '25	36	15	9	33	44	25



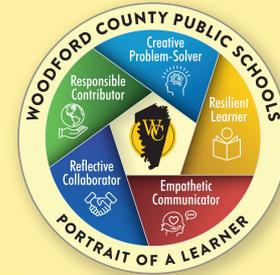
	F/R Lunch	SpEd	ELL	Hispanic	Two or More Races	African American
2024	27	8	5	29	50	20
2025	35	13	2	44	50	15
KY Avg '25	29	13	10	27	36	19



Plus +
F/R, Hispanic, and Two or More Races
Math Proficiency

Delta
ELL Proficiency Rates

Woodford County Board of Education Data Review 2026



Agenda - 2/10/26

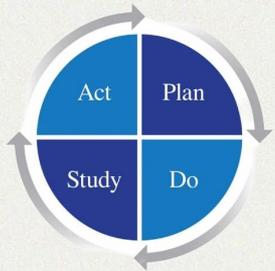
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Metric for KSA Results

Context: How Do Top Schools Perform In NAPD?

Top Performing Schools	High Performing Schools (Variant 1)	High Performing Schools (Variant 2) - Hidden Issues
<p>All Students <i>Proficient/Distinguished = 55% to 70%</i> <i>Novice = 8% to 15 %</i></p>	<p>All Students <i>Proficient/Distinguished = 45% to 60%</i> <i>(subtract 10%)</i> <i>Novice = 18% to 25 % (add 10%)</i></p>	<p>All Students <i>Proficient/Distinguished = 55% to 70%</i> <i>Novice = 8% to 15 %</i> <i>* Similar to Top Performing Schools</i></p>
<p>Students with IEPs and Accommodations* <i>Proficient/Distinguished = 45% to 55%</i> <i>Novice = 15 % to 20%</i></p>	<p>Students with IEPs <i>Proficient/Distinguished = 35% to 45%</i> <i>(subtract 10%)</i> <i>Novice = 25 % to 30% (add 10%)</i></p>	<p>Students with IEPs/PSPs <i>Proficient/Distinguished = 15% to 25%</i> <i>(subtract 20% to 30%)</i> <i>Novice = 45 % to 60% (add 20% to 40%)</i></p>

How do we plan to meet those goals?



November 2025

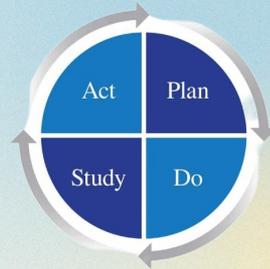


WOODFORD COUNTY PUBLIC SCHOOLS
Legacy of Excellence
FUTURE OF OPPORTUNITY

Mission: Woodford County Public Schools will cultivate portrait-ready learners by offering a safe and engaging environment, and by harnessing the dedication of staff and the support of the community.

Vision: Our vision is a unified community where empowered staff and engaged partners guide every student to become a resilient learner, empathetic communicator, reflective collaborator, creative problem-solver, responsible contributor, prepared to positively impact the world.

SUCCESSFUL AND MEASURED RESULTS	SKILLED AND COMMITTED TEAMS	ENGAGING AND COMMUNITY PARTNERSHIPS	STEWARDSHIP
<p>Team Woodford commits to offering the best of a learner's diverse experiences and vibrant learning opportunities and belonging for all students.</p> <ul style="list-style-type: none"> High expectations for all students, ensuring they have equitable opportunities to thrive and be successful. Students demonstrate the complexities and skills of the Portrait of a Learner. Students are equipped for their future with the necessary skills for success, including transitions between school levels. Student success is celebrated. Student voice is included in the learning process. Students feel safe, valued, celebrated, and empowered. Students are presented with authentic, real-life learning experiences in which they have to find solutions to problems. 	<p>Team Woodford commits to growing and analyzing our communication, continuous support, and creating staff success.</p> <ul style="list-style-type: none"> Two-way communication with all staff will be proactive and opportunity transparent. Effective and efficient onboarding practices that orient staff not only to academics and operations, but also to the heart of Woodford County Public Schools. Staff commitment to communicating with colleagues as respected professionals and partners dedicated to improving the district. Continuous support for staff through professional learning, coaching, and learning for the success of the Portrait of a Learner. Staff feel safe, valued, celebrated, and empowered. A unified culture of excellence that retains staff. 	<p>Team Woodford commits to building collaborative partnerships with our community and caregivers that foster engagement and a sense of responsibility for student success.</p> <ul style="list-style-type: none"> Open and welcoming schools that fully embrace and partner with our community and caregivers. A connection built on trust, which is developed by a communication system that ensures all members receive timely, clear, and equitable information via multiple platforms. Celebrations of our traditions and legacy by recognizing the cultural heritage, history, and unique identity of our school. Partnerships across the home and community focused on student needs and developing portrait-ready students. 	<p>Team Woodford commits to the careful and responsible management of facilities, operations, and processes.</p> <ul style="list-style-type: none"> Best practices for budgeting, purchasing, staffing, and maintenance to ensure sustainability of district assets. Reporting and successful documentation to ensure accountability and alignment with strategic goals. Policies and procedures are reviewed consistently among all stakeholders. Safety personnel are highly visible throughout school grounds and at district events. Reviewed safety plans, emergency response protocols, and risk management established and regularly reviewed.



Deeper Learning
Instructional Design & Delivery

Demonstrations of Learning

Technology & Innovation

Career Readiness

Community Engagement

Deeper Learning requires students to learn and grow in the following competencies:



2024-2025	2025-2026	2026-2027	2027-2028
Identify the "Essential" standards for K-12 using the REAL protocol to make room for Deeper Learning initiatives.	Deconstruct K-12 essential standards down to the target level for clarity.	Professional Development focuses on Summative assessments tied to learning targets & review pacing.	Professional Development focuses on Common Formative Assessments within pacing.

Demonstrations of Learning require students to learn and grow in the following competencies:



2024-2025	2025-2026	2026-2027	2027-2028
Conduct exhibitions of learning as follows: 5th-5th grades, 6th-8th grades, and HS departments.	Continue to conduct exhibitions of learning.	Continue to conduct exhibitions of learning.	Continue to conduct exhibitions of learning.
Research and develop the processes and protocols for Defenses of Learning. Visit other districts currently implementing Defenses of Learning.	Implement a Demonstrations of Learning Academy to develop and refine the processes and protocols, as well as exemplar models for Defenses of Learning.	Establish an authentic audience of community members to participate in Defenses of Learning.	Refine the use of Performance Outcome Rubrics with Exhibitions of Learning and Defenses of Learning.
Revist Performance Outcomes and revise as needed. Introduce to the staff at Best Practice Academy 2025.	Develop rubrics for Performance Outcomes as well as processes for Defenses of Learning. Introduce rubrics and expectations to staff at Best Practice Academy 2026.	Utilize Performance Outcome Rubrics with Exhibitions of Learning and Defenses of Learning.	Refine the use of Performance Outcome Rubrics with Exhibitions of Learning and Defenses of Learning.
Develop an evaluation component that incorporates P&L competencies for administration and teachers.	Develop an evaluation component that incorporates P&L competencies for administration and teachers.	Conduct Mini-Defenses of Learning using the established protocols and processes at 4th, 7th and 10th.	Conduct Defenses of Learning at 5th, 8th, and 12th grades with community participation.
		Conduct Mini-Defenses of Learning using the established protocols and processes at 4th, 7th and 10th.	Conduct Defenses of Learning at 5th, 8th, and 12th grades with community participation.
		Include the P&L component in the Certified Evaluation Plan and implement it in the evaluation process.	Refine the P&L component in the Certified Evaluation Plan and implement it in the evaluation process.

CDIP

Requirements for Building an Improvement Plan

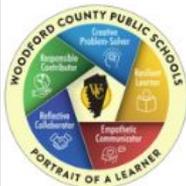
- There are seven (7) required district goals:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety
 - Postsecondary Readiness
 - Graduation Rate

*“What must be true”
statements*

SUCCESSFUL AND ENGAGED STUDENTS

Team Woodford commits to utilizing the Portrait of a Learner to ensure academic excellence and vibrant learning opportunities, while fostering a strong sense of belonging for all students.

- High expectations for all students, ensuring they have equitable opportunities to thrive and be successful
- Students demonstrate the competencies and skills of the Portrait of a Learner
- Students are equipped for their future with the necessary skills for success, including transitions between school levels
- Student success is celebrated
- Student voice is included in the learning process
- Students feel safe, valued, celebrated, and empowered
- Students are presented with authentic, real-life learning experiences in which they have to find solutions to problems



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SUCCESSFUL AND ENGAGED STUDENTS	SKILLED AND COMMITTED TEAMS	CAREGIVERS AND COMMUNITY PARTNERSHIPS	STEWARDSHIP
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HQIR



Kentucky Department of
EDUCATION

High-Quality Instructional Resources

Empowering Kentucky's educators and students with access to grade-level learning.

What are High-Quality Instructional Resources?

The Kentucky Department of Education defines High-Quality Instructional Resources (HQIRs) as materials that are:

- Aligned with the Kentucky Academic Standards (KAS);
- Research-based and/or externally validated;
- Comprehensive to include engaging texts (books, multimedia, etc.), tasks and assessments;
- Based on fostering vibrant student learning experiences;
- Culturally relevant, free from bias; and
- Accessible for all students.

Why are HQIRs Needed?

For Teachers



High-Quality Instructional Resources:

- Increase teacher's content knowledge;
- Provide guidance to inform strong instruction;
- Support implementation of grade-level appropriate assignments; and
- Enable teachers to adjust lessons to meet the diverse needs of students.

For Students



High-Quality Instructional Resources

- Give students access to standards-aligned resources and grade-level assignments;
- Help students reach the intended learning outcomes with the KAS; and
- Can provide students resources that are engaging, accessible and inclusive of the cultural diversity and perspectives of their communities.

What does the research say?

When teachers don't have access to HQIRs, they tend to use unvetted online resources, leading to inconsistent quality that impacts low income students of color the most ([Ogler, D., Kaufman, J., & Thompson, L., 2017](#)).



Students in classrooms that used one HQIR for four consecutive years outpaced comparison students by a margin of 38 percentile points ([Steiner, 2018](#)).



Students of color, those from low-income families, English learners, and those with mild to moderate disabilities are less likely to have access to strong grade-level instruction and HQIRs than students who are in classrooms with mostly white students and in higher income communities ([The New Teacher Project, 2018](#)).



One study found that the average cost-effectiveness ratio of switching to HQIRs is almost 40 times that of class size reduction ([Koedel, C., & Polikoff, M., 2017](#)).

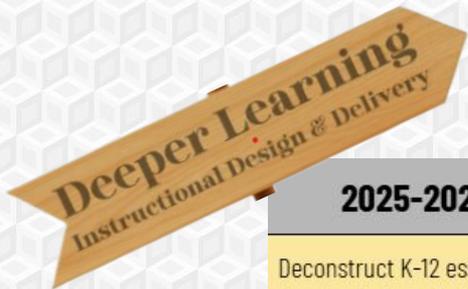


 www.kystandards.org



“Strong Local Curriculum”

- Aligned to a district's Portrait of a Learner (PoL);
- Driven by a content-area instructional vision grounded in the KAS, current research for teaching and learning and the local context;
- Anchored in [high-quality instructional resources](#) (HQIRs) designed to provide educators the support needed to actualize the district's vision; and
- Inclusive of local priorities/initiatives (i.e., inquiry-based/project-based learning, cooperative learning, cognitive strategies).



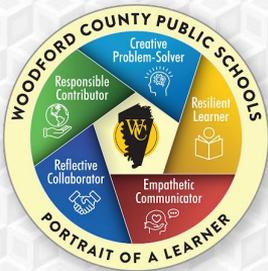
2025-2026

Deconstruct K-12 essential standards down to the target level for clarity.

Support the implementation of the WC Instructional Cycle through professional development, professional learning, and new teacher training.

Implement Best Practice Academy and ongoing Learning Cohorts focused on deeper learning.

Continue to implement a Deeper Learning Academy to build teacher capacity and leadership.



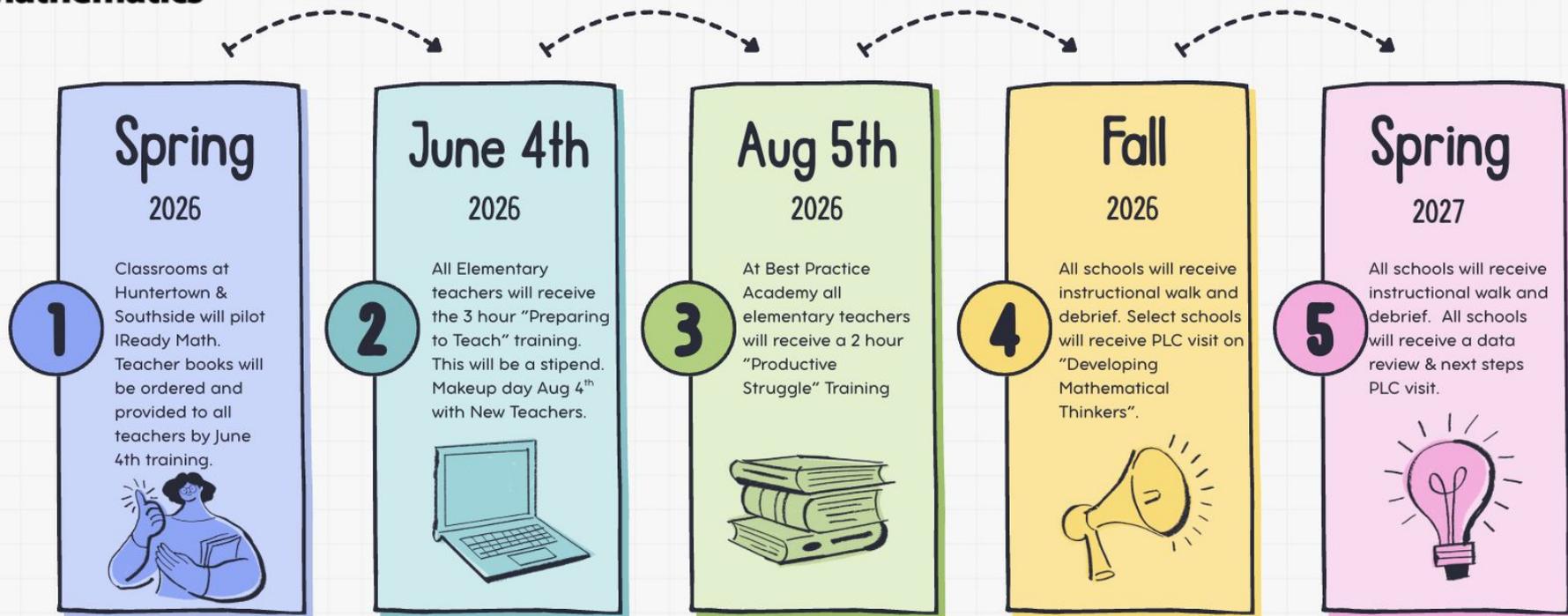
Woodford County Public Schools

Comprehensive District Improvement Plan (CDIP)

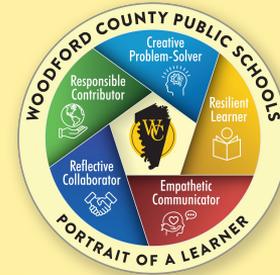
Activities:

- ➔ Complete an Instructional Resource Inventory to determine resources being used at each grade level for each content area in Tiers 1, 2, and 3. Address alignment issues and gaps based on this inventory.
- ➔ Implement common High-Quality Instructional Resources for ELA/Math that are determined to be reliable, valid, and aligned to KAS for grades K-8 and core courses in 9-12.
- ➔ Provide Curriculum-Based Professional Learning (CBPL) to support ELA/Math instruction and implementation of HQIRs K-12.
- ➔ Develop systems and protocols of collaboration in order to meet the Tier I and accommodation needs of students with specific learning plans (IEP, PSP, 504).

TIMELINE



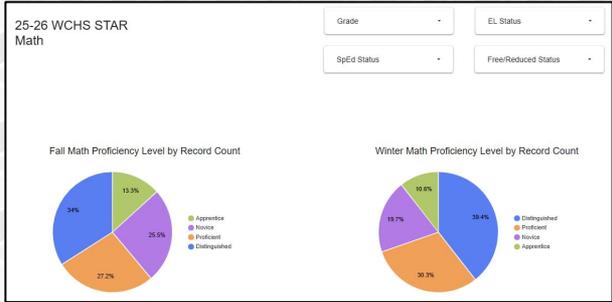
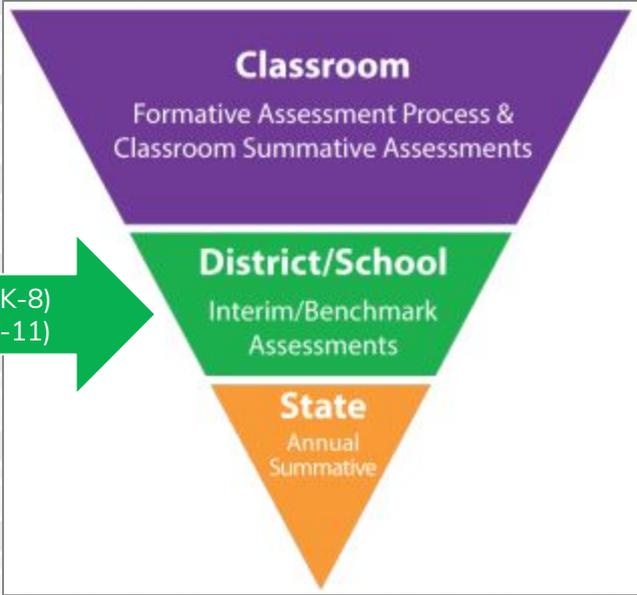
Woodford County Board of Education Data Review 2026



Agenda - 2/10/26

- ~~1. WCPS Demographics~~
- ~~2. Academic Data - Spring 2025~~
- ~~3. Plans for Continuous Improvement~~
4. Progress Monitoring Data - Current
5. Post-Secondary Readiness
6. Behavior/Mental Health Data
7. Impact Survey

WCPS Assessment Data

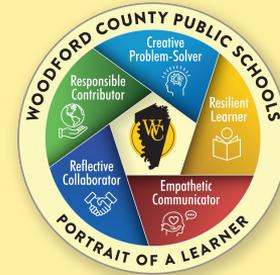


2025-2026 Goals



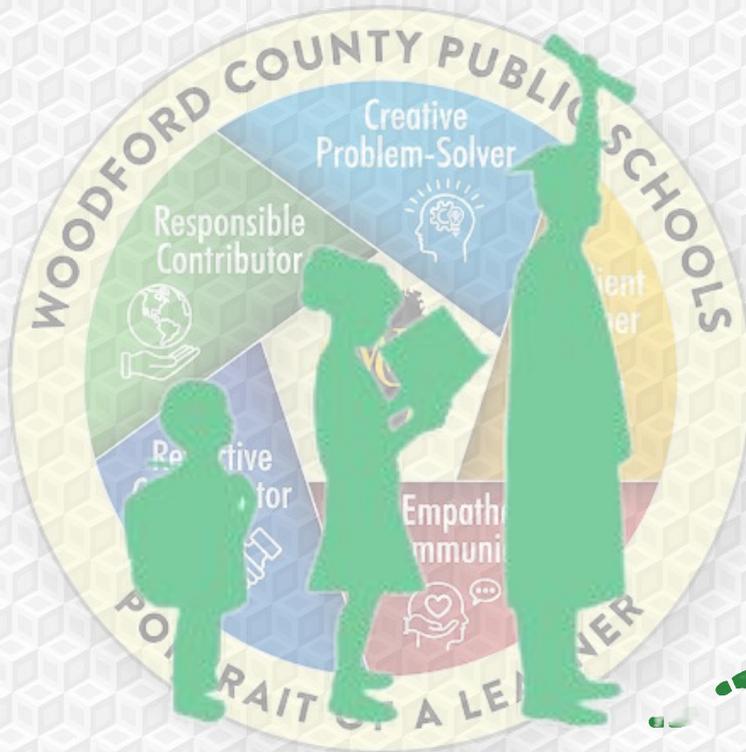
<p><i>By Spring 2026, as measured by the iReady Spring Diagnostic Testing, 62% of students in grades 3-5 will meet projected proficiency in READING.</i></p>	<p>Spring 2025 KSA Actual - 57.6% Fall 2025 iReady Projection - 53% Winter 2025 iReady Projection - 62% Spring 2026 iReady Projection -</p>
<p><i>By Spring 2026, as measured by the iReady Spring Diagnostic Testing, 60% of students in grades 3-5 will meet projected proficiency in MATH.</i></p>	<p>Spring 2025 KSA Actual - 50.3% Fall 2025 iReady Projection - 58% Winter 2025 iReady Projection - 59% Spring 2026 iReady Projection -</p>
<p><i>By Spring 2026, as measured by iReady Spring Testing, 60% of middle school students are at Proficiency in ELA.</i></p>	<p>Spring 2025 KSA Actual - 54.6% Fall 2025 iReady Projection - 47% Winter 2025 iReady Projection - 56% Spring 2026 iReady Projection -</p>
<p><i>By Spring 2026, as measured by iReady Spring Testing, 55% of middle school students are at Proficiency in Math.</i></p>	<p>Spring 2025 KSA Actual - 43.7% Fall 2025 iReady Projection - 47% Winter 2025 iReady Projection - 52% Spring 2026 iReady Projection -</p>
<p><i>By Spring 2026, as measured by STAR Spring Testing, 62% of high school students are at Proficiency in Reading.</i></p>	<p>Spring 2025 KSA Actual - 55.2%* Fall 2025 STAR above 50 PR - 55.5%** Winter 2025 STAR Projection - 59.7%** Spring 2026 STAR Projection -</p>
<p><i>By Spring 2026, as measured by STAR Spring Testing, 60% of high school students are at Proficiency in Math.</i></p>	<p>Spring 2025 KSA Actual - 51.6%* Fall 2025 STAR above 50 PR - 61.2%** Winter 2025 STAR Projection - 69.7%** Spring 2026 STAR Projection -</p> <p>*10th grade only **9, 10, and 11</p>

Woodford County Board of Education Data Review 2026



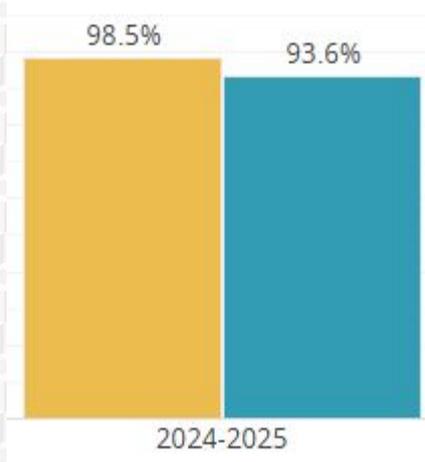
Agenda - 2/10/26

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- ~~2. Academic Data - Spring 2025~~
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6. Behavior/Mental Health Data
7. Impact Survey



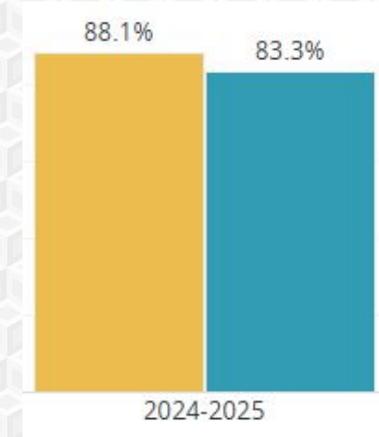
State Accountability Results

Graduation Rate



District State

Postsecondary Readiness



District State

What does it mean to be Post-Secondary Ready?

Being post-secondary ready means a student has attained the knowledge, skills, and dispositions necessary to transition successfully to the next level of their life—whether that is a four-year university, a technical college, or the workforce. According to KDE, a student is considered "ready" for accountability purposes if they earn a high school diploma and meet at least one of the benchmarks in either the Academic or Career category.

Academic Readiness

A student can demonstrate academic readiness by meeting any one of the following criteria:

- **College Admissions Exam:** Meeting the benchmark scores on the ACT (SAT in future)
 - *ACT Benchmarks:* English (18), Reading (20), Mathematics (19).
- **Dual Credit:** Completing at least one KDE-approved dual credit course (3 credit hours) with a grade of **C** or higher.
- **Advanced Coursework Exams:** Achieving a qualifying score on a national exam:
 - **AP:** Score of 3 or higher.
 - **International Baccalaureate (IB):** Score of 5 or higher.
- **Placement Exams:** Meeting benchmarks on state-approved placement tests like the **KYOTE** (Kentucky Online Testing).

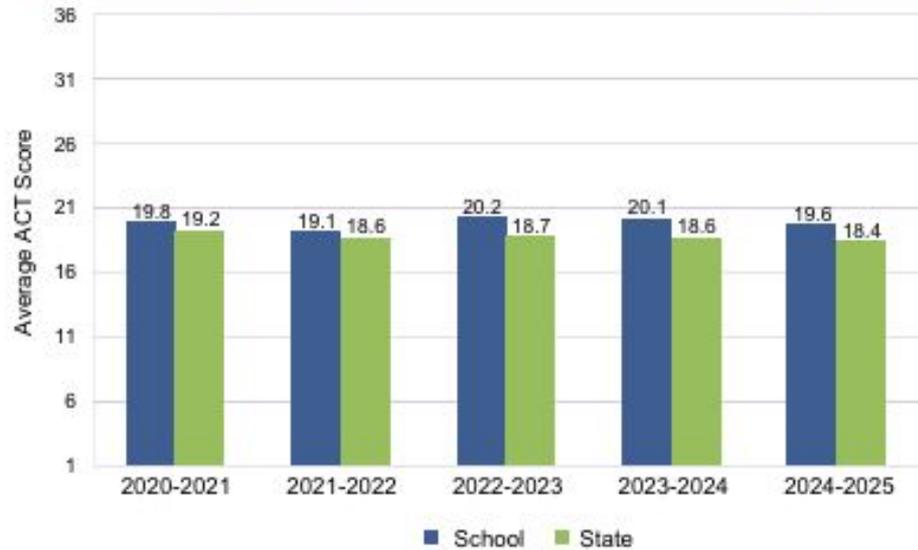
Career Readiness

A student can demonstrate career readiness by completing specific vocational or technical requirements:

- **Industry Certifications:** Earning a KDE-approved industry-recognized certification (e.g., Certified Nursing Assistant, AWS Welding, Microsoft Office Specialist).
- **CTE End-of-Program (EOP) Assessment:** Passing a state-developed assessment that measures technical and employability skills in a specific career pathway.
- **KDE-Approved Apprenticeship (TRACK):** Completing the Tech Ready Apprentices for Careers in Kentucky program.
- **Work-Based Learning:** Completing a KBE-approved cooperative (co-op) or internship that includes at least **300 hours** of on-the-job experience.
- **CTE Dual Credit:** Completing an approved Career and Technical Education dual credit course with a grade of **C** or higher.



Figure 1.1. Average Composite Scores: 5 Years of Testing*



Benchmark Values and Section Score Ranges

College and Career Readiness Benchmarks (SAT)

- Reading and Writing: **480**
- Math: **530**

SAT Section Score Ranges

200–800 Point Scale

SAT vs. ACT:

ADAPTIVE	FIXED
 TIME ALLOWED: 2 hours, 14 minutes.	 TIME ALLOWED: 2 hours, 55 minutes.
 FORMAT: Digital, Multiple Choice & Student Produced Response	 FORMAT: Digital or Paper, Multiple Choice with optional Writing
 AREAS ASSESSED: Reading & Writing Mathematics Relevant questions within Reading/Writing and Math sections generate a Science score.	 AREAS ASSESSED: Mathematics Reading English Science Optional Writing
 TOOLS: Built-in Desmos Calculator or BYO Calculator (All Math) Formulas Provided.	 TOOLS: BYO Calculator (All Math). NO Formulas Provided.
 SCORING: 400-1600 Total, No Penalty for Guessing.	 SCORING: 1-36 Composite. No Penalty for Guessing.

ADAPTIVE VS FIXED

The SAT is an adaptive test because the first module of each section contains a broad mix of easy, medium, and hard questions. Based on how you perform on the first module, the second module of questions will either be more difficult or less difficult. The ACT is a fixed test because every student receives the same assessment questions.



Woodford County High School

Course Description Guide

2024-2025

COLLEGE BOARD ADVANCED PLACEMENT (AP), ADVANCED COURSES and DUAL CREDIT COURSES

Students will be selected to participate in advanced and College Board Advanced Placement courses on the basis of their preparation, their willingness to meet the academic challenges, and the level of support from parents.

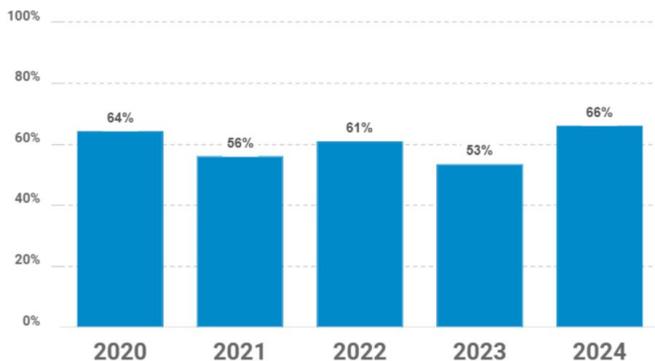
Students may enroll in an advanced level or College Board Advanced Placement course if one of the following conditions is met:

1. A grade of 'A' or 'B' is earned in the prerequisite advanced level course.
2. A grade of 'A' is earned in the prerequisite general level course.
3. Gifted identification in the subject area.
4. Gifted identification in General Intellectual.
5. Affirmative recommendation following a parent/teacher conference.

AP[®]

CollegeBoard
Advanced Placement
Program

% OF TOTAL AP STUDENTS WITH SCORES 3+



SCHOOL SUMMARY

	2020	2021	2022	2023	2024
Total AP Students	305	257	246	264	286
Number of Exams	491	379	376	399	447
AP Students with Scores 3+	196	144	150	141	189
% of Total AP Students with Scores 3+	64.26	56.03	60.98	53.41	66.08

Organization Summary (Total Students: 286)

	American Stud	Biol	Calc AB	Calc AB Subs	Calc BC	Chem	Comp Sci Prin	Eng Lang Comp	Eng Lit Comp	Env Sci	Euro Hist	Hum Geog	Phys 1	Psyc	Span Lang	Stat	US Gov Pol	US Hist	Total Exams
Number of Exams	15	22	17	1	1	9	3	67	20	7	13	38	13	50	25	10	93	44	447
Average Score	3.5	3.4	2.6	3.0	2.0	2.9	1.3	3.0	3.6	3.9	3.3	2.4	1.5	2.5	3.4	2.8	3.2	3.5	3.0
Percent of Exams with Scores of 3 or Higher	80%	82%	47%	100%	0%	67%	0%	66%	100%	100%	77%	42%	8%	52%	84%	60%	72%	89%	67%



CollegeBoard

Advanced Placement Program

AP Student Enrollment Demographics

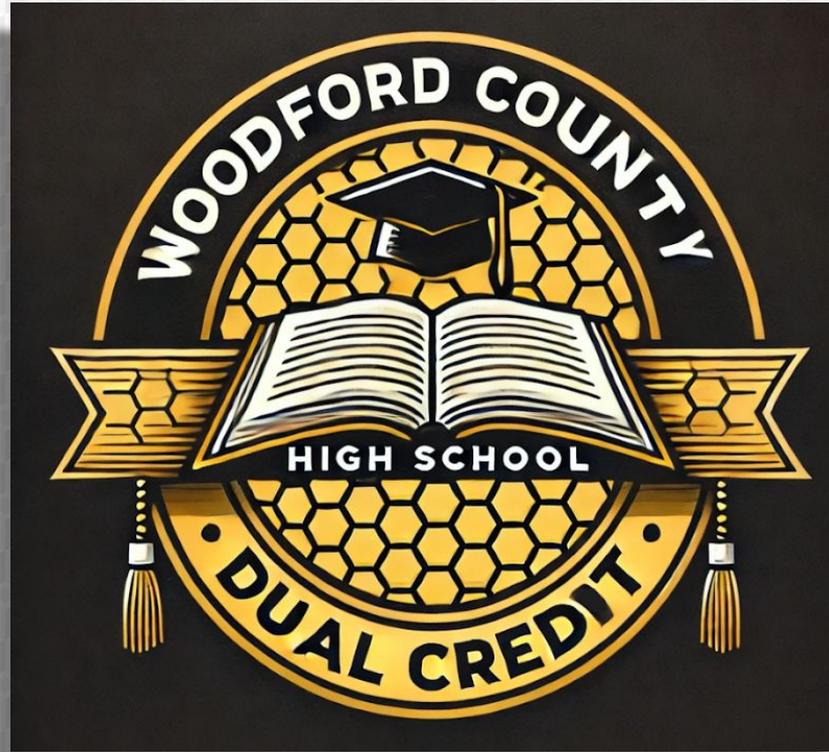
Gender	Students
Students in AP Courses	371
Female	215 (58%)
Male	156 (42%)

Race/Ethnicity	Students
Students in AP Courses	371
African American	16 (4%)
Asian	7 (2%)
Hispanic or Latino	45 (12%)
Two or More Races	16 (4%)
White	286 (77%)



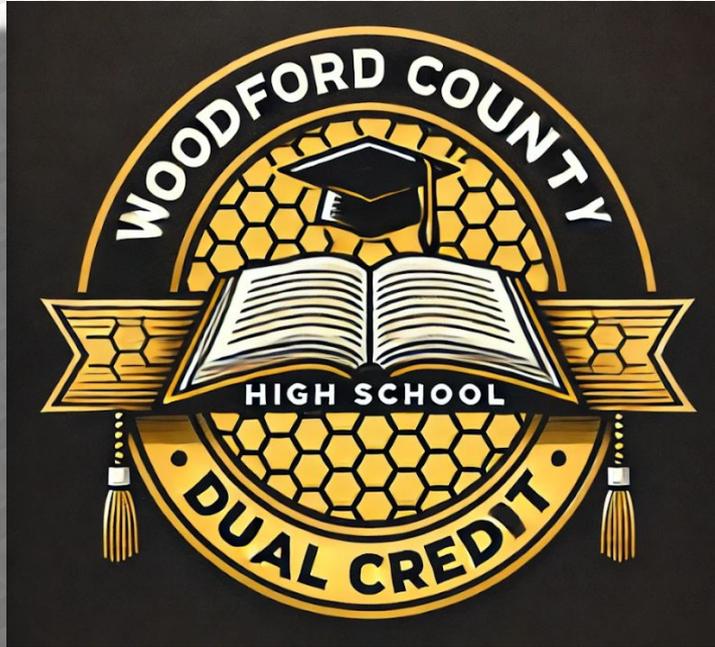
EOP Assessment Data

Pathway	2025 State Pass Rates	2025 WCHS Pass Rate	2025 Increase/Decrease
		Total Tests: 183/263 (69.58%)	
Accounting	61%	33% (1/3)	-17%
Admin Support	56%	75% (3/4)	50%
Ag Power	38%	55% (6/11)	-2%
Agribusiness	52%	66% (2/3)	66%
Allied Health	N/A	N/A	N/A
Animal Science	50%	54% (13/24)	-21%
Business Management	51%	44% (11/25)	-18%
Consumer and Family Management	59%	82% (27/33)	30%
Culinary and Food Services	64%	86% (50/58)	7%
Early Childhood Ed	N/A	N/A	N/A
Automation Engineering	73%	92% (12/13)	-8%
Civil Engineering	N/A	N/A	N/A
Electrical/Electronics Engineering	76%	100% (11/11)	0%
Mechanical Engineering	73%	93% (14/15)	-7%
Environmental/Natural Resources	55%	67% (8/12)	0%
Financial Services	N/A	N/A	N/A
Hospitality	48%	100% (1/1)	67%
Computer Programming	N/A	N/A	N/A
Plant Science Systems/Horticulture	31%	29% (7/24)	-21%
Marketing	65%	57% (4/7)	-1%
Engineering Design	73%	88% (7/8)	N/A



Primary Partners



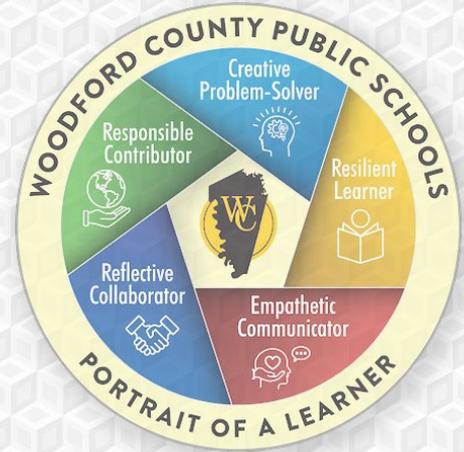


DC Student
Enrollment
Demographics

Race/Ethnicity	Students
Students in DC Courses	551
African American	36 (7%)
Asian	8 (2%)
Hispanic or Latino	98 (18%)
Two or More Races	30 (5%)
White	378 (69%)

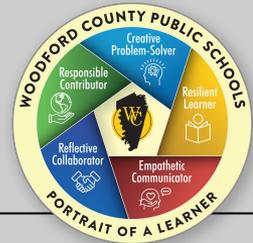


OneGoal partners with schools and districts to make college and career planning integral to the high school experience. We empower entire school systems to provide high-quality advising to every high school student, helping them discover their unique purpose, explore their aspirations, and find college and career success.



Continuum of 9th-12th Programs for Woodford County Public Schools

This resource outlines a continuum of high school program options designed to cater to a wide range of student needs, from traditional learners to those requiring greater flexibility or specialization.





Woodford County High School (A1)



School-Within-a-School (A1)



Safe Harbor Academy (A5)



Woodford Virtual Learning Academy (A5)

WCHS (Full-Time Schedule)



The traditional, comprehensive high school experience. Students attend all courses on campus, following a standard bell schedule and participating in the full range of school-based activities.



Students who thrive in a structured, in-person environment; prefer face-to-face interaction with peers and teachers; benefit from direct supervision and a clear daily routine.

[More Information](#)

WCHS & SWS (Schedule based on need)



A specialized program where students take a portion of their core courses or electives within a smaller, distinct learning environment located inside the larger school building. The rest of their schedule is with the general student body.



Students who may need more targeted support or a different instructional approach for specific subjects, but still benefit from integration into the larger school community.

[More Information](#)

SHA (Full-Time Schedule)



Alternative program to better meet the needs of students who have been unsuccessful in the regular ed program. This is NOT a punishment program. Instead, it is intended to lead students toward success in the mainstream of education. Instruction is delivered in-person by Alt Ed teachers or through computer-based model.



Students who need specific teaching techniques, greater access to counseling services, more individualized instruction, flexible scheduling, lower student to teacher ratios (10:1 or less), and a more supportive classroom atmosphere.

[More Information](#)

WCHS & WVLA (Hybrid Schedule)



A blended learning model where students split their time between on-campus and virtual instruction. Some courses are taken in person, while others are completed asynchronously or in real-time online.



Independent and self-motivated students who may have extracurricular commitments (e.g., athletes, artists) or personal needs (e.g., health issues, family responsibilities) that make a full-time in-person schedule challenging.

[More information](#)

WVLA (Full-Time Schedule)



A fully remote educational model where all instruction, assignments, and assessments are delivered online. Students complete their coursework from home.



Highly independent, self-disciplined students who excel in a non-traditional environment. This is also a viable option for students with significant travel commitments, health concerns, or those in remote geographic areas.

[More Information](#)

In-Person Learning

Partial or Full Remote Virtual Learning



OneGoal partners with schools and districts to make college and career planning integral to the high school experience. We empower entire school systems to provide high-quality advising to every high school student, helping them discover their unique purpose, explore their aspirations, and find college and career success.

Based on the Continuum of 9th-12th Programs, the following mission and vision statements reflect the district's commitment to providing diverse paths that lead to a single, successful destination...true post-secondary readiness.

Vision

To empower every student to navigate their unique path toward becoming enrolled, employed, or enlisted, ensuring they graduate with the resilience and skills to thrive in a global community.

Mission

Woodford County Public Schools provides a comprehensive continuum of high school programs designed to meet the diverse academic, social, and personal needs of every learner. By offering a range of specialized, traditional, and virtual environments, we deliver high-quality, state-aligned instruction that fosters student success and prepares them for their chosen post-secondary journey.

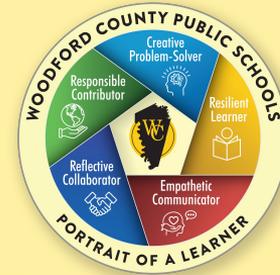
The "Three E's" Outcome

No matter the program—WCHS, SWS, SHA, or WVLA—the ultimate goal is to produce graduates who are:

Goal	Description
Enrolled	Prepared for higher education, including traditional four-year universities, community colleges, or technical schools.
Employed	Equipped with the professional skills and certifications necessary to enter the workforce immediately.
Enlisted	Ready to serve with the discipline and academic foundation required for military service.

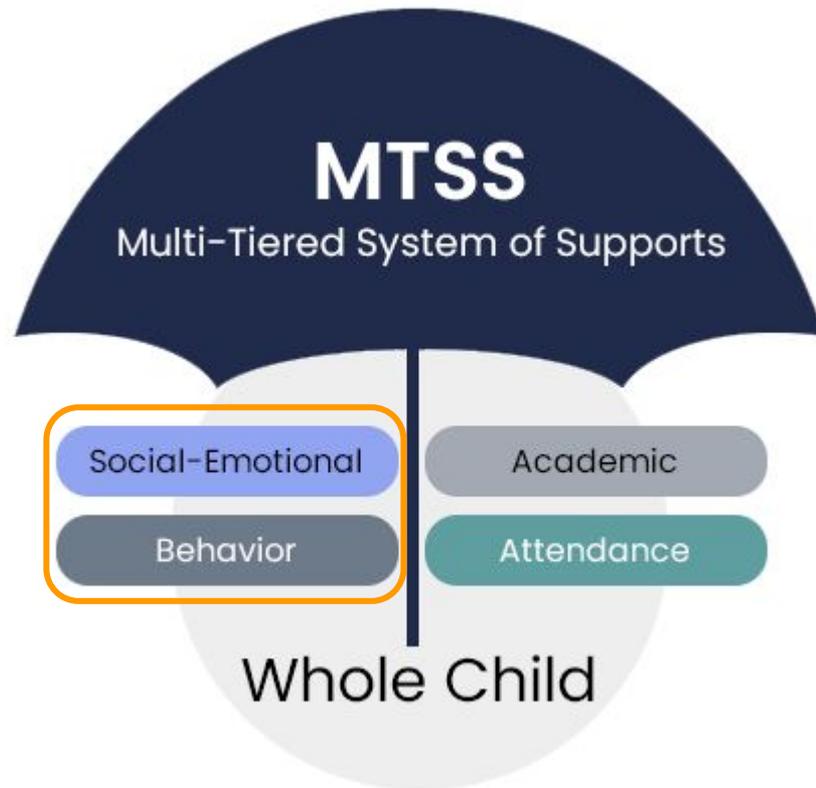


Woodford County Board of Education Data Review 2026



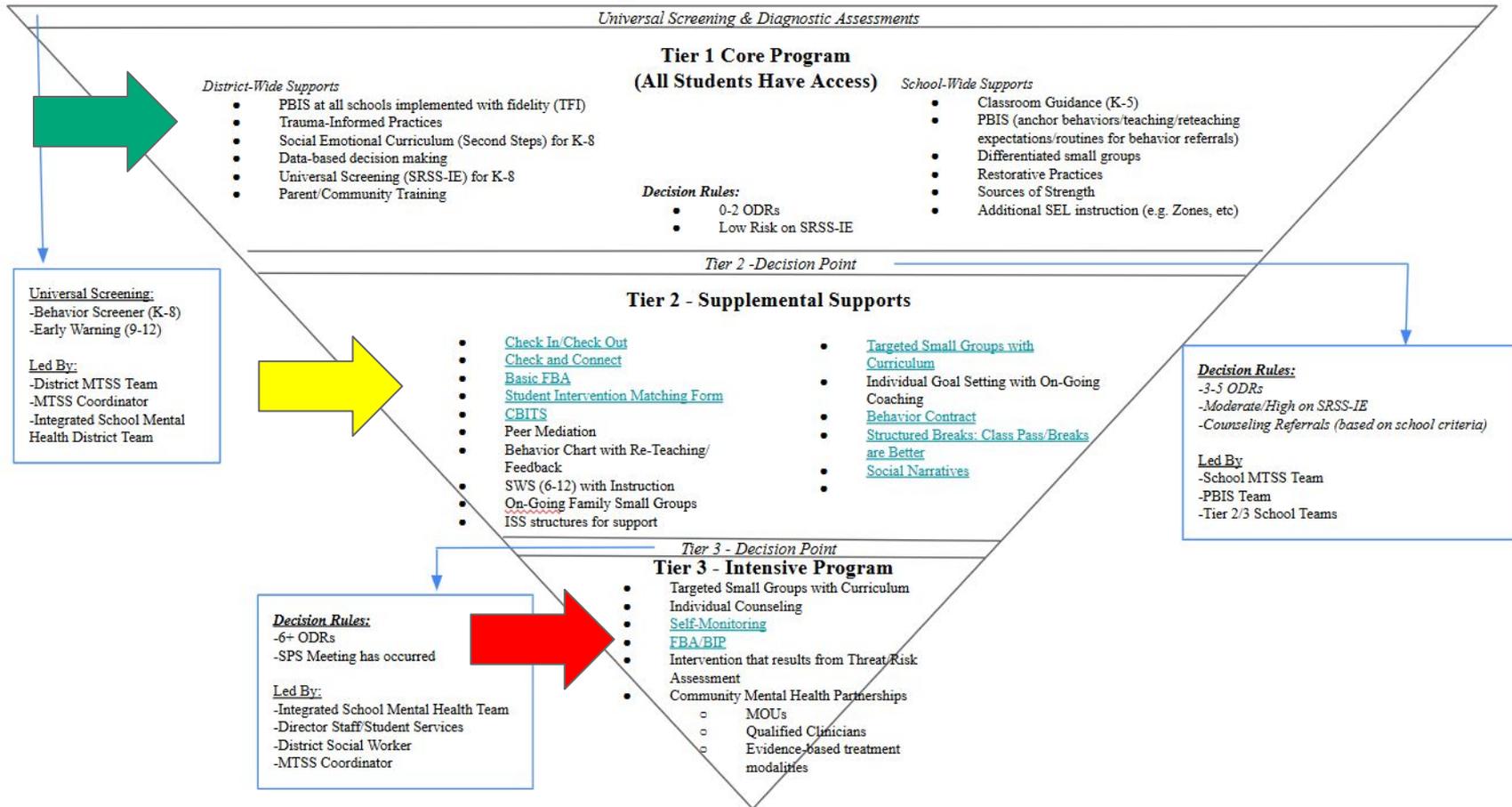
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District Framework

District MTSS Pyramid - Behavior/SEL/Mental Wellness

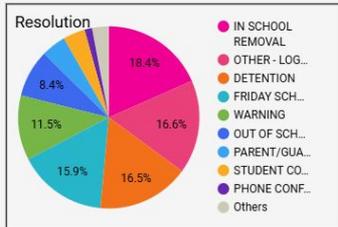
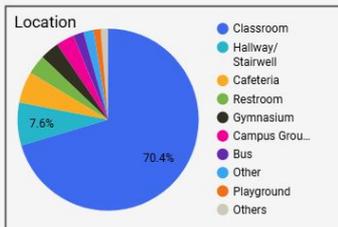
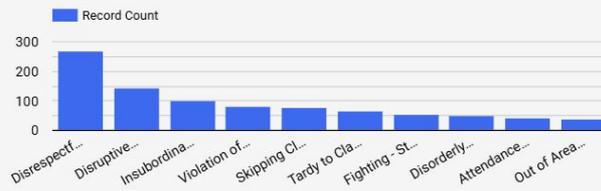
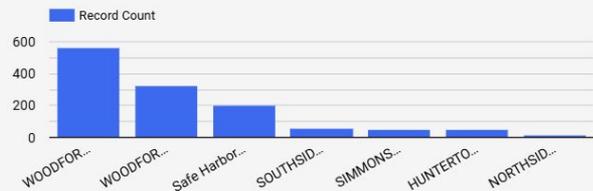


25-26 WCPS Monthly Behavior Data

Record Count
1,270

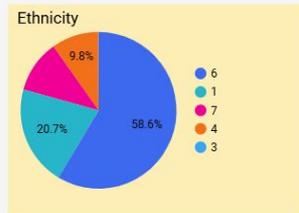
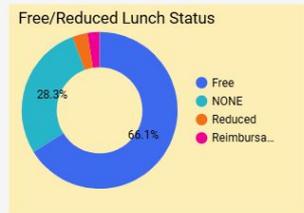
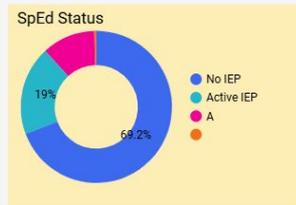
School ▾
Month ▾
Grade ▾
Gender ▾
Ethnicity ▾
SpEd Status ▾
EL Status ▾

Location ▾
Event ▾
Resolution ▾



student.stateID	Record Count ▾
1. 2120535760	24
2. 2120788817	23
3. 2120454881	22
4. 2120633416	19
5. 2120860836	18
6. 2121319664	15
7. 2120421448	14
8. 2120521984	13

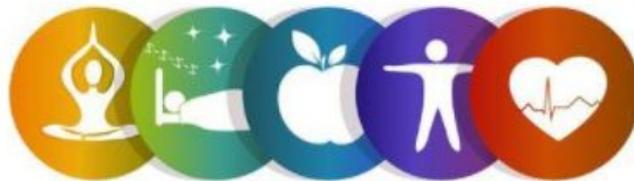
1 - 100 / 549 < >



August-January Comparison

22-23	1,798
23-24	1,895
24-25	1,217
25-26	1,270

Contributing Factors:
PBIS
MTSS
BARR



Mental Health Log

Mental Health Sessions - Any time counselors spend roughly 15 minutes with a student on one of the following issues:

Family Issues

Behavior/Good Choices

Emotion Management/Regulation

Bullying

Social Skills

Anxiety

Crisis Response

****Data is only entered by WCPS Counselors and Social Workers**

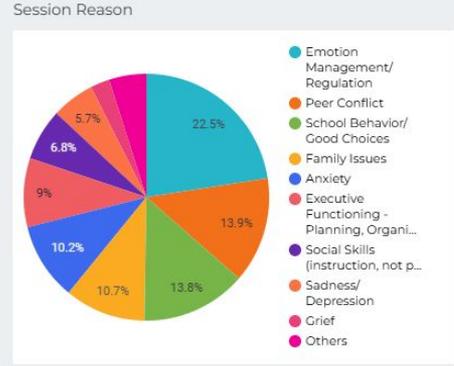
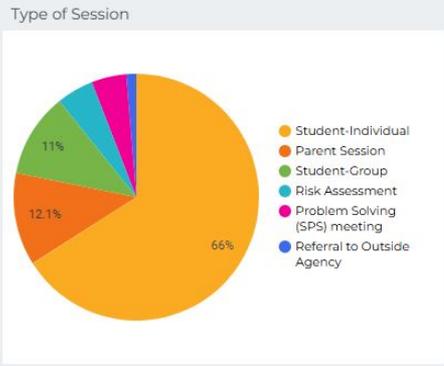
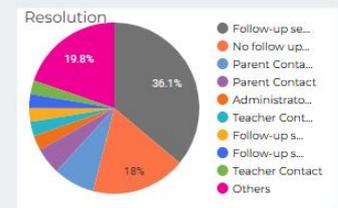
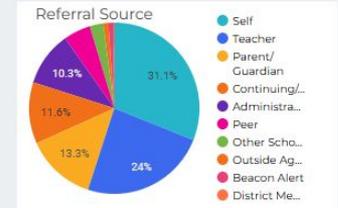
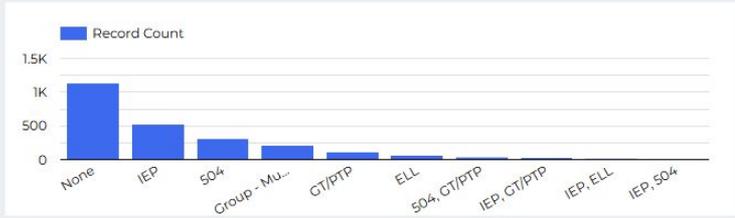
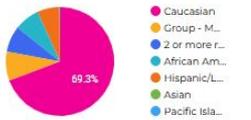
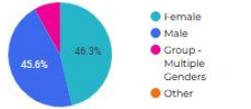
District Mental Health and Cumberland Family Medical do NOT enter data

25-26 Mental Health Log (Counselor and Social Workers)

Record Count

2,454

School ▾
Grade ▾
Gender ▾
Ethnicity ▾
Referral Source ▾
ISP ▾
Month: E... (1) ▾



August-January Comparison

22-23	4,062
23-24	2,979
24-25	2,307
25-26	2,454

Contributing Factors:
 MTSS
 BARR
 Mental Health Supports



Woodford County

Impact Kentucky Working Conditions Survey
2025-26 Impact KY Survey

Educating All Students

Faculty perceptions of their readiness to address issues of diversity.

73%

▲ 4
since last survey

Emotional Well-Being and Belonging

Perceptions of educator well being, efficacy, and belonging

56%

▲ 7
since last survey

Feedback and Coaching

Perceptions of the amount and quality of feedback faculty and staff receive.

65%

▲ 4
since last survey

Managing Student Behavior

Perceptions of the management of student behavior in the classroom and school

76%

▲ 7
since last survey

Professional Learning

Perceptions of the amount and quality of professional growth and learning opportunities available to faculty and staff.

66%

▲ 9
since last survey

Resources

Perceptions of the adequacy of the school's resources.

55%

▲ 5
since last survey

School Climate

Perceptions of the overall social and learning climate of the school.

71%

▲ 8
since last survey

School Leadership

Perceptions of the school leadership's effectiveness.

72%

▲ 8
since last survey

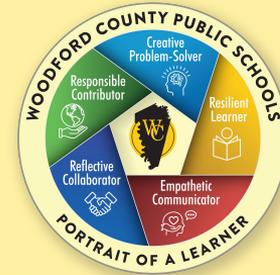
Staff-Leadership Relationships

Perceptions of faculty and staff relationships with school leaders.

79%

▲ 6
since last survey

Woodford County Board of Education Data Review 2026



Agenda - 2/10/26

- ~~1. WCPS Demographics~~
- ~~2. Academic Data - Spring 2025~~
- ~~3. Plans for Continuous Improvement~~
- ~~4. Progress Monitoring Data - Current~~
- ~~5. Post-Secondary Readiness~~
- ~~6. Behavior/Mental Health Data~~
7. Impact Survey

