



CLOVERPORT BOARD OF EDUCATION

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October 15, 2026

CISD Family,

Each year the Kentucky Department of Education releases assessment and accountability data for schools and districts from the previous school year. I wanted to take this opportunity to review Cloverport Independent School District students' performance from 2025-2026. Official school report cards from the state may be viewed at <https://reportcard.kyschools.us/>. Color ratings are issued as follows: red (lowest), orange, yellow, green, and blue (highest).

The tables below, broken down by levels, shows the number of students tested in each subject and their performance level: novice (lowest), apprentice, proficient, and distinguished (highest). The shading indicates the color rating for each subject area.

A few caveats to consider as you review the data below and our state issued report cards:

- The district report card and the information below combines the scores of students at Cloverport Independent School (CIS) and Kentuck Virtual Academy (KYVA). CIS students make up about 10% of our district's enrollment while KYVA students constitute 90%.
- By design, KYVA serves families across the Commonwealth of Kentucky seeking an alternative to traditional brick and mortar schooling. As such, many of its students are experiencing circumstances in life that have a profound impact on their education.
- Beginning with these report cards, [704 KAR 3:535](#), which governs virtual programs in the state, requires that KYVA students also be counted as CIS students for accountability purposes. This has severely skewed CIS's school report card this year. The district report card, which measures the exact same students, presents a much more accurate picture of how students performed.

Elementary School

For accountability purposes, CISD students in grades 3 through 5 are assessed by the state each school year for elementary school. All of those are assessed in reading and math. Only 4th grade students are assessed in science, and only 5th grade students are assessed in social studies and writing.

Subject	Students	Novice	Apprentice	Proficient	Distinguished
Reading	378	45%	25%	23%	7%
Math	378	65%	22%	11%	2%
Science	137	31%	58%	9%	2%
Social Studies	129	58%	33%	7%	2%
Writing	129	62%	29%	6%	3%

In elementary school, all subject areas demonstrated an increase from the previous school year. Reading and math performances were considered low. Science, social studies, and writing performances were considered very low.



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On the Quality of School Climate and Safety survey, our elementary school was rated green, which is considered a high status and was an increase from the previous year.

Based on the school (not the district) rating, CIS's elementary school level was identified for comprehensive support and intervention.

Middle School

For accountability purposes, CISD students in grades 6 through 8 are assessed by the state each school year for middle school. All of those are assessed in reading and math. Only 7th grade students are assessed in science, and only 8th grade students are assessed in social studies and writing.

Subject	Students	Novice	Apprentice	Proficient	Distinguished
Reading	610	41%	26%	23%	10%
Math	610	57%	27%	13%	3%
Science	203	40%	43%	15%	1%
Social Studies	249	55%	16%	19%	9%
Writing	249	49%	33%	16%	2%

In middle school, reading and math performances are considered low, but demonstrated an increase from the previous year. Science, social studies, and writing were also considered low, but demonstrated a significant increase.

On the Quality of School Climate and Safety survey, our middle school was rated blue, which is considered a very high status and was an increase from the previous year.

Based on the school (not the district) rating, CIS's middle school level was identified for comprehensive support and intervention.

High School

For accountability purposes, CISD students in grades 10 and 11 are assessed by the state each school year for high school. Only 10th grade students are assessed in reading and math. Only 11th grade students are assessed in science, social studies, and writing.

Subject	Students	Novice	Apprentice	Proficient	Distinguished
Reading	229	26%	33%	31%	10%
Math	229	46%	33%	17%	4%
Science	276	58%	28%	10%	4%
Social Studies	276	49%	29%	17%	5%
Writing	276	24%	53%	21%	3%

In high school, reading and math are considered low but demonstrated an increase from the previous year. Science, social studies, and writing were also considered low but demonstrated a significant increase.



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On the Quality of School Climate and Safety survey, our high school was rated blue, which is considered a very high status and was an increase from the previous year.

At the high school level, postsecondary readiness measures the number of graduates who demonstrated academic or career readiness (or both) through a variety of means (e.g., meeting benchmarks on the SAT, completing a career pathway, etc.). Our high school was rated orange, which is considered very low but was an increase from the previous year.

Our graduation rate for the district was 68.8%, which is an orange rating. This is considered very low but was an increase from the previous year.

Reflection

I am proud of the growth CISD students demonstrated in the most recent accountability cycle. It is without question due to their hard work; the dedication of their school leaders, teachers, and support staff; and the constant encouragement from their families. I see this every single school day. The accountability model the state uses will begin placing a greater emphasis on individual student growth this school year, which I believe will offer a better reflection of what we are doing at CISD.

Our school district is unique within the Commonwealth and, quite frankly, I do not believe the accountability model, even with the upcoming modifications, adequately accounts for our context. For my part, I will continue to work with the Kentucky Department of Education and General Assembly to craft an accountability model that appropriately reflects the particular background of each school district in the state rather than applying a singular formula indiscriminately to all students, schools, and districts.

I know that we have work to do, and we are committed to continuous improvement. The number of students performing at novice and apprentice levels across subject areas is not lost on us, and I assure you that our staff is working diligently to accelerate student growth in every subject area. Our teachers have intensely ramped up the amount of professional development they are participating in, meet even more frequently to analyze and discuss their students' academic performance, and continually work to adapt to meet students where they are and push them forward from there.

Together we will get there. I am honored to serve as the leader of this phenomenal district. If you have any questions, concerns, or feedback, please feel free to reach out to me at keith.haynes@cloverport.kyschools.us or (270) 788-3388 x 210.

Respectfully,

Keith Haynes
CISD Superintendent