



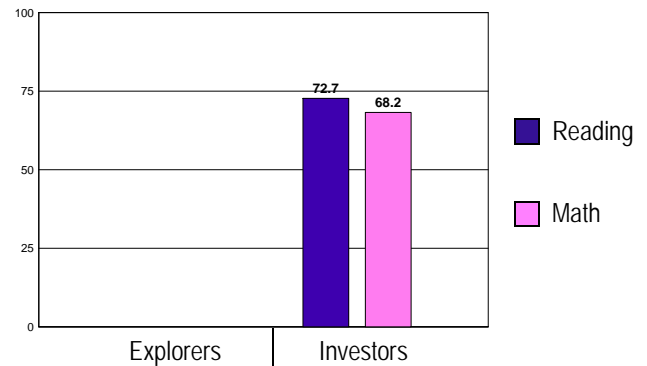
CAREER AND TECHNICAL EDUCATION



District Summary

Carl D. Perkins Career and Technical Education Act of 2006, 20 U.S.C. §§ 2301 et seq. as amended by P.L. 109-270 (Perkins IV or the Act). Section 113(c) of Perkins IV requires each eligible agency that receives an allotment under section 111 of Title I of the Act (State basic grant) to annually prepare and submit to the Secretary a report regarding the progress of the State in achieving the State adjusted levels of performance on the core indicators of performance and additional indicators of performance, including the levels of performance for special population categories described in section 3(29) of Perkins IV and other student categories described in section 1111(h)(1)(C)(i) of the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act (NCLB) of 2001.

Reading and Math Performances - District Level					
		Explorers		Investors	
		Reading	Math	Reading	Math
# of Students				22	22
% of Meet/Exceed				72.7	68.2



Percentage of Annual Adjusted Level of Performance (AALP) - District Level								
	1S1 Academic Attainment - Reading	1S2 Academic Attainment - Mathematics	2S1 Technical Skill Attainment	3S1 Secondary School Completion	4S1 Student Graduation Rates	5S1 Secondary Placement	6S1 Nontraditional Participation	6S2 Nontraditional Completion
Minimum Target	36.41	36.18	45.00	85.50	--	40.50	14.85	12.60

1S1 - Academic Attainment-Reading/Language Arts (%) AALP: 36.41 (Subgroups with fewer than 10 students are not calculated.)

	All	Gender		Race						
		Male	Female	White	Black	Hispanic	Asian	Pacific Islander	American Indian	Multi-racial
# of Concentrators	22	11	11	18	0	2	2	0	0	0
% of Meet/Exceed	72.7	81.8	63.6	72.2						
Met AALP?										

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
# of Concentrators	0	0	18	10	0	0
% of Meet/Exceed			72.2	60.0		
Met AALP?						

1S1 is the percentage of CTE concentrators who have met the proficient or advanced level on the Statewide high school reading/language arts assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State's computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.

1S2 - Academic Attainment-Mathematics (%)

AALP: 36.18 (Subgroups with fewer than 10 students are not calculated.)

	All	Gender		Race						
		Male	Female	White	Black	Hispanic	Asian	Pacific Islander	American Indian	Multi-racial
# of Concentrators	22	11	11	18	0	2	2	0	0	0
% of Meet/Exceed	68.2	72.7	63.6	72.2						
Met AALP?										

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
# of Concentrators	0	0	18	10	0	0
% of Meet/Exceed			61.1	50.0		
Met AALP?						

1S2 is the percentage of CTE concentrators who have met the proficient or advanced level on the Statewide high school mathematics assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State's computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.

2S1 - Technical Skill Attainment (%)

AALP: 45.00 (Subgroups with fewer than 10 students are not calculated.)

	All	Gender		Race						
		Male	Female	White	Black	Hispanic	Asian	Pacific Islander	American Indian	Multi-racial
# of Concentrators	23	11	12	19	0	2	2	0	0	0
% of Meet/Exceed	87.0	81.8	91.7	89.5						
Met AALP?										

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
# of Concentrators	0	0	19	10	0	0
% of Meet/Exceed			84.2	80.0		
Met AALP?						

2S1 is the percentage of CTE concentrators whose WorkKeys reading and mathematics level scores or scaled scores pass certian level. Both WorkKeys reading and applied mathematics proficiency levels are greater than level 3.

3S1 - Secondary School Completion (%)

AALP: 85.50 (Subgroups with fewer than 10 students are not calculated.)

	All	Gender		Race						
		Male	Female	White	Black	Hispanic	Asian	Pacific Islander	American Indian	Multi-racial
# of Concentrators	25	13	12	21	0	2	2	0	0	0
% of Meet/Exceed	96.0	92.3	100.0	95.2						
Met AALP?										

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
# of Concentrators	1	0	21	11	0	0
% of Meet/Exceed			95.2	100.0		
Met AALP?						

3S1 is the percentage of CTE concentrators who earned a regular secondary school diploma, earned a General Education Development (GED) credential as a State-recognized equivalent to a regular high school diploma (if offered by the State) or other State-recognized equivalent (including recognized alternative standards for individuals with disabilities), or earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if offered by the State) during the reporting year.

4S1 - Student Graduation Rates

	All	Gender		Race						
		Male	Female	White	Black	Hispanic	Asian	Pacific Islander	American Indian	Multi-racial
# of Concentrators										
% of Meet/Exceed	--	--	--	--	--	--	--	--	--	--
Met AALP?	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
# of Concentrators						
% of Meet/Exceed	--	--	--	--	--	--
Met AALP?	N/A	N/A	N/A	N/A	N/A	N/A

4S1 is the percentage of CTE concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA. In current reporting year, OCTAE allows taking completion rates as proxy.

5S1 - Secondary Placement (%)

AALP: 40.50 (Subgroups with fewer than 10 students are not calculated.)

	All	Gender		Race						
		Male	Female	White	Black	Hispanic	Asian	Pacific Islander	American Indian	Multi-racial
# of Concentrators	40	26	14	33	0	6	1	0	0	0
% of Meet/Exceed	85.0	80.8	92.9	84.8						
Met AALP?	Yes			Yes						

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
# of Concentrators	1	5	20	8	0	0
% of Meet/Exceed			95.0			
Met AALP?						

5S1 is the percentage of CTE concentrators who left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2012 would be assessed between October 1, 2012 and December 31, 2012).

6S1 - Nontraditional Participation (%)

AALP: 14.85 (Subgroups with fewer than 10 students are not calculated.)

	All	Gender		Race						
		Male	Female	White	Black	Hispanic	Asian	Pacific Islander	American Indian	Multi-racial
# of Participants	83	66	17	60	0	17	4	0	0	2
% of Meet/Exceed	20.5	0.0	100.0	25.0		5.9				
Met AALP?	No	No		Yes						

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
# of Participants	2	8	83	31	0	0
% of Meet/Exceed			20.5	29.0		
Met AALP?			No	Yes		

6S1 is the percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.

2S1 - Technical Skill Attainment - WorkKeys (Special Population)

		Limited English	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
<i>CIP:</i>	# of Concentrators	0	0	18	8	0	0
48.0703	% Meeting or Exceeding			88.9			
<i>Tech. Ed</i>	Met AALP?						
<i>CIP:</i>	# of Concentrators	0	0	1	2	0	0
46.0000	% Meeting or Exceeding						
<i>Tech. Ed</i>	Met AALP?						

3S1 - Secondary School Completion (Gender and Race)

		All	Gender		Race						
			Male	Female	White	Black	Hispanic	Asian	Pacific Islander	American Indian	Multi-racial
<i>CIP:</i>	# of Concentrators	20	9	11	16	0	2	2	0	0	0
48.0703	% Meeting or Exceeding	95.0		100.0	93.8						
<i>Tech. Ed</i>	Met AALP?										
<i>CIP:</i>	# of Concentrators	5	4	1	5	0	0	0	0	0	0
46.0000	% Meeting or Exceeding										
<i>Tech. Ed</i>	Met AALP?										

3S1 - Secondary School Completion (Special Population)

		Limited English	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
<i>CIP:</i>	# of Concentrators	1	0	20	9	0	0
48.0703	% Meeting or Exceeding			95.0			
<i>Tech. Ed</i>	Met AALP?						
<i>CIP:</i>	# of Concentrators	0	0	1	2	0	0
46.0000	% Meeting or Exceeding						
<i>Tech. Ed</i>	Met AALP?						

4S1 - Student Graduation Rates (Gender and Race)

		All	Gender		Race						
			Male	Female	White	Black	Hispanic	Asian	Pacific Islander	American Indian	Multi-racial

4S1 - Student Graduation Rates (Special Population)

		Limited English	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
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5S1 - Secondary Placement (Gender and Race)

		All	Gender		Race						
			Male	Female	White	Black	Hispanic	Asian	Pacific Islander	American Indian	Multi-racial
<i>CIP:</i>	# of Concentrators	4	4	0	3	0	1	0	0	0	0
48.0703	% Meeting or Exceeding										
<i>Tech. Ed</i>	Met AALP?										
<i>CIP:</i>	# of Concentrators	0	0	0	0	0	0	0	0	0	0
46.0000	% Meeting or Exceeding										
<i>Tech. Ed</i>	Met AALP?										

5S1 - Secondary Placement (Special Population)

		Limited English	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
<i>CIP:</i>	# of Concentrators	0	1	4	2	0	0
48.0703	% Meeting or Exceeding						
<i>Tech. Ed</i>	Met AALP?						
<i>CIP:</i>	# of Concentrators	0	0	0	0	0	0
46.0000	% Meeting or Exceeding						
<i>Tech. Ed</i>	Met AALP?						

6S1 - Nontraditional Participation (Gender and Race)

		All	Gender		Race						
			Male	Female	White	Black	Hispanic	Asian	Pacific Islander	American Indian	Multi-racial
<i>CIP:</i>	# of Participants	83		17	60	0	17	4	0	0	2
48.0703	% Meeting or Exceeding	20.5		100.0	25.0		5.9				
<i>Tech. Ed</i>	Met AALP?	No	N/A		Yes						

6S1 - Nontraditional Participation (Special Population)

		Limited English	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
<i>CIP:</i>	# of Participants	2	8	83	31	0	0
48.0703	% Meeting or Exceeding			20.5	29.0		
<i>Tech. Ed</i>	Met AALP?			No	Yes		

6S2 - Nontraditional Completion (Gender and Race)

		All	Gender		Race						
			Male	Female	White	Black	Hispanic	Asian	Pacific Islander	American Indian	Multi-racial
<i>CIP:</i>	# of Concentrators	19		11	15	0	2	2	0	0	0
48.0703	% Meeting or Exceeding	57.9		100.0	66.7						
<i>Tech. Ed</i>	Met AALP?		N/A								

6S2 - Nontraditional Completion (Special Population)

		Limited English	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
<i>CIP:</i>	# of Concentrators	1	0	19	9	0	0
48.0703	% Meeting or Exceeding			57.9			
<i>Tech. Ed</i>	Met AALP?						

