



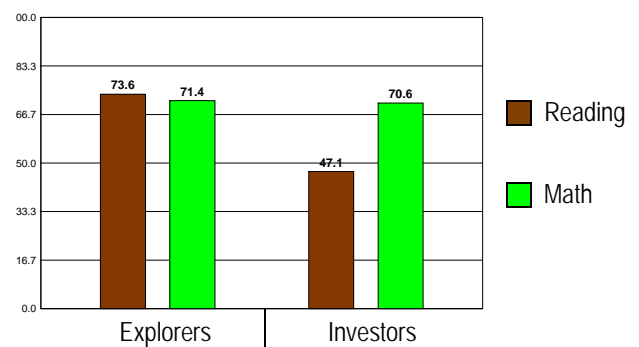
CAREER AND TECHNICAL EDUCATION



School 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 - School Level					
		Explorers		Investors	
		Reading	Math	Reading	Math
# of Students		91	91	17	17
% of Meet/Exceed		73.6	71.4	47.1	70.6



Percentage of Annual Adjusted Level of Performance (AALP) - School 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	--	--	14.85	--

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	17	11	6	10	5	0	0	0	0	2
% of Meet/Exceed	47.1	45.5		70.0						
Met AALP?										

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
# of Concentrators	0	8	8	2	0	0
% of Meet/Exceed						
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	17	11	6	10	5	0	0	0	0	2
% of Meet/Exceed	70.6	81.8		90.0						
Met AALP?										

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
# of Concentrators	0	8	8	2	0	0
% of Meet/Exceed						
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	27	20	7	15	8	1	0	0	1	2
% of Meet/Exceed	40.7	40.0		53.3						
Met AALP?										

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
# of Concentrators	0	18	8	4	0	0
% of Meet/Exceed		11.1				
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	27	20	7	15	8	1	0	0	1	2
% of Meet/Exceed	55.6	45.0		60.0						
Met AALP?										

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
# of Concentrators	0	18	8	4	0	0
% of Meet/Exceed		33.3				
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, OVAE allows taking completion rates as proxy.

5S1 - Secondary Placement (%)

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	6	6	0	6	0	0	0		0	0
% of Meet/Exceed										
Met AALP?										

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
# of Concentrators	0	0	0	0	0	0
% of Meet/Exceed						
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, 2010 would be assessed between October 1, 2010 and December 31, 2010).

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 Concentrators	538	279	259	262	168	51	24	0	3	30
% of Meet/Exceed	47.6	31.2	65.3	47.3	47.0	54.9	45.8			43.3
Met AALP?	Yes	Yes	Yes	Yes	Yes	Yes				Yes

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
# of Concentrators	1	70	538	123	0	0
% of Meet/Exceed		38.6	47.6	45.5		
Met AALP?		Yes	Yes	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.

3S1 - Secondary School Completion (Special Population)

		Limited English	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
<i>CIP:</i>	# of Concentrators	0	15	0	4	0	0
59.0109	% Meeting or Exceeding		26.7				
	Met AALP?						
<i>CIP:</i>	# of Concentrators	0	0	0	0	0	0
15.0000	% Meeting or Exceeding						
<i>Tech. Ed</i>	Met AALP?						
<i>CIP:</i>	# of Concentrators	0	1	0	0	0	0
11.0801	% Meeting or Exceeding						
<i>Business</i>	Met AALP?						
<i>CIP:</i>	# of Concentrators	0	2	8	0	0	0
10.0202	% 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

5S1 - Secondary Placement (Gender and Race)

		All	Gender		Race						
			Male	Female	White	Black	Hispanic	Asian	Pacific Islander	American Indian	Multi-racial
<i>CIP:</i> 59.0100	# of Concentrators	0	0	0	0	0	0	0		0	0
	% Meeting or Exceeding										
	Met AALP?										
<i>CIP:</i> 52.1801 <i>Business</i>	# of Concentrators	1	1	0	1	0	0	0		0	0
	% Meeting or Exceeding										
	Met AALP?										
<i>CIP:</i> 52.0401 <i>Business</i>	# of Concentrators	1	1	0	1	0	0	0		0	0
	% Meeting or Exceeding										
	Met AALP?										
<i>CIP:</i> 52.0302 <i>Business</i>	# of Concentrators	1	1	0	1	0	0	0		0	0
	% Meeting or Exceeding										
	Met AALP?										
<i>CIP:</i> 19.0501 <i>FCS</i>	# of Concentrators	0	0	0	0	0	0	0		0	0
	% Meeting or Exceeding										
	Met AALP?										

5S1 - Secondary Placement (Special Population)

		Limited English	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
<i>CIP:</i> 59.0100	# of Concentrators	0	0	0	0	0	0
	% Meeting or Exceeding						
	Met AALP?						
<i>CIP:</i> 52.1801 <i>Business</i>	# of Concentrators	0	0	0	0	0	0
	% Meeting or Exceeding						
	Met AALP?						
<i>CIP:</i> 52.0401 <i>Business</i>	# of Concentrators	0	0	0	0	0	0
	% Meeting or Exceeding						
	Met AALP?						
<i>CIP:</i> 52.0302 <i>Business</i>	# of Concentrators	0	0	0	0	0	0
	% Meeting or Exceeding						
	Met AALP?						
<i>CIP:</i> 19.0501 <i>FCS</i>	# of Concentrators	0	0	0	0	0	0
	% Meeting or Exceeding						
	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 Concentrators	91	49		59	14	8	6	0	0	4
52.0401	% Meeting or Exceeding	53.8	100.0		55.9	50.0					
<i>Business</i>	Met AALP?	Yes	Yes	N/A	Yes						
<i>CIP:</i>	# of Concentrators	38	31		16	14	5	2	0	0	1
52.0302	% Meeting or Exceeding	81.6	100.0		93.8	71.4					
<i>Business</i>	Met AALP?	Yes	Yes	N/A							
<i>CIP:</i>	# of Concentrators	103		13	53	26	13	5	0	0	6
47.0604	% Meeting or Exceeding	12.6		100.0	11.3	11.5	15.4				
<i>Tech. Ed</i>	Met AALP?	Yes	N/A		Yes						
<i>CIP:</i>	# of Concentrators	61	10		24	26	6	1	0	0	4
19.0709	% Meeting or Exceeding	16.4	100.0		8.3	19.2					
<i>FCS</i>	Met AALP?	Yes		N/A							
<i>CIP:</i>	# of Concentrators	194		123	83	71	15	9	0	2	14
12.0500	% Meeting or Exceeding	63.4		100.0	62.7	64.8	66.7				57.1
<i>FCS</i>	Met AALP?	Yes	N/A	Yes	Yes	Yes					
<i>CIP:</i>	# of Concentrators	92		35	45	33	10	1	0	1	2
10.0202	% Meeting or Exceeding	38.0		100.0	37.8	33.3	50.0				
<i>Tech. Ed</i>	Met AALP?	Yes	N/A	Yes	Yes	Yes					

6S1 - Nontraditional Participation (Special Population)

		Limited English	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
52.0401	% Meeting or Exceeding			100.0			
<i>Business</i>	Met AALP?			Yes			
<i>CIP:</i>	# of Concentrators	0	2	31	9	0	0
52.0302	% Meeting or Exceeding			100.0			
<i>Business</i>	Met AALP?			Yes			
<i>CIP:</i>	# of Concentrators	1	13	13	27	0	0
47.0604	% Meeting or Exceeding		7.7	100.0	11.1		
<i>Tech. Ed</i>	Met AALP?						
<i>CIP:</i>	# of Concentrators	0	7	10	21	0	0
19.0709	% Meeting or Exceeding			100.0	4.8		
<i>FCS</i>	Met AALP?						
<i>CIP:</i>	# of Concentrators	0	37	123	55	0	0
12.0500	% Meeting or Exceeding		48.6	100.0	69.1		
<i>FCS</i>	Met AALP?		Yes	Yes	Yes		
<i>CIP:</i>	# of Concentrators	0	10	35	15	0	0
10.0202	% Meeting or Exceeding		20.0	100.0	33.3		
<i>Tech. Ed</i>	Met AALP?			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	0	0	0	0	0	0	0	0	0	0
59.0109	% Meeting or Exceeding										
	Met AALP?										
<i>CIP:</i>	# of Concentrators	7		3	5	2	0	0	0	0	0
10.0202	% Meeting or Exceeding										
<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	0	0	0	0	0	0
59.0109	% Meeting or Exceeding						
	Met AALP?						
<i>CIP:</i>	# of Concentrators	0	2	7	0	0	0
10.0202	% Meeting or Exceeding						
<i>Tech. Ed</i>	Met AALP?						

