



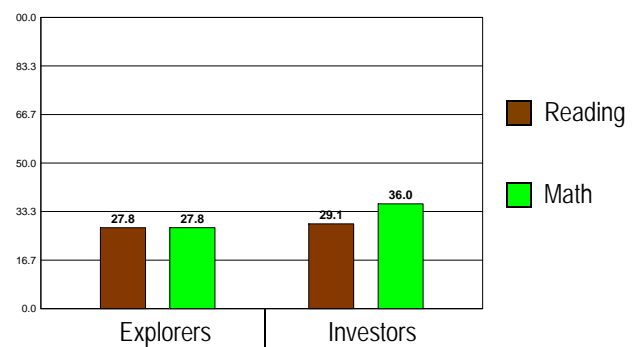
CAREER AND TECHNICAL EDUCATION



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		36	36	86	86
% of Meet/Exceed		27.8	27.8	29.1	36.0



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	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	86	50	36	23	1	60	2	0	0	0
% of Meet/Exceed	29.1	34.0	22.2	30.4		28.3				
Met AALP?	Yes	Yes	No			Yes				

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
# of Concentrators	0	23	30	36	0	0
% of Meet/Exceed		17.4	36.7	19.4		
Met AALP?			Yes	No		

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	86	50	36	23	1	60	2	0	0	0
% of Meet/Exceed	36.0	46.0	22.2	39.1		31.7				
Met AALP?	Yes	Yes	No			Yes				

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
# of Concentrators	0	23	30	36	0	0
% of Meet/Exceed		21.7	43.3	30.6		
Met AALP?			Yes	Yes		

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	88	51	37	23	1	62	2	0	0	0
% of Meet/Exceed	54.5	66.7	37.8	56.5		53.2				
Met AALP?	Yes	Yes	Yes			Yes				

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
# of Concentrators	0	24	30	36	0	0
% of Meet/Exceed		29.2	66.7	47.2		
Met AALP?			Yes	Yes		

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	90	52	38	25	1	62	2	0	0	0
% of Meet/Exceed	90.0	90.4	89.5	92.0		88.7				
Met AALP?	Yes	Yes	Yes			Yes				

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
# of Concentrators	0	24	30	36	0	0
% of Meet/Exceed		87.5	100.0	91.7		
Met AALP?			Yes	Yes		

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.

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	664	343	321	142	15	486	14	0	5	2
% of Meet/Exceed	43.7	20.4	68.5	38.0	40.0	45.5	50.0			
Met AALP?	Yes	Yes	Yes	Yes		Yes				

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
# of Concentrators	7	69	664	373	0	0
% of Meet/Exceed		40.6	43.7	42.9		
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.

6S2 - Nontraditional Completion (%)

AALP: 12.60 (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	30	17	13	4	0	25	1	0	0	0
% of Meet/Exceed	36.7	58.8	7.7			40.0				
Met AALP?	Yes									

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
# of Concentrators	0	2	25	15	0	0
% of Meet/Exceed			40.0	46.7		
Met AALP?						

6S2 is the percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.

1S1 - Academic Attainment - Reading (Special Population)

		Limited English	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
<i>CIP:</i>	# of Concentrators	0	4	0	1	0	0
59.0109	% Meeting or Exceeding						
	Met AALP?						
<i>CIP:</i>	# of Concentrators	0	1	12	5	0	0
52.0302	% Meeting or Exceeding			58.3			
<i>Business</i>	Met AALP?						
<i>CIP:</i>	# of Concentrators	0	1	4	2	0	0
47.0604	% Meeting or Exceeding						
<i>Tech. Ed</i>	Met AALP?						
<i>CIP:</i>	# of Concentrators	0	1	0	3	0	0
46.0000	% Meeting or Exceeding						
<i>Tech. Ed</i>	Met AALP?						
<i>CIP:</i>	# of Concentrators	0	13	2	16	0	0
19.0905	% Meeting or Exceeding		30.8		18.8		
<i>FCS</i>	Met AALP?						
<i>CIP:</i>	# of Concentrators	0	1	6	4	0	0
19.0709	% Meeting or Exceeding						
<i>FCS</i>	Met AALP?						
<i>CIP:</i>	# of Concentrators	0	0	2	1	0	0
11.0901	% Meeting or Exceeding						
<i>Business</i>	Met AALP?						
<i>CIP:</i>	# of Concentrators	0	1	2	0	0	0
11.0801	% Meeting or Exceeding						
<i>Business</i>	Met AALP?						
<i>CIP:</i>	# of Concentrators	0	1	2	4	0	0
11.0202	% Meeting or Exceeding						
<i>Tech. Ed</i>	Met AALP?						

1S2 - Academic Attainment - Math (Special Population)

		Limited English	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
<i>CIP:</i> 59.0109	# of Concentrators	0	4	0	1	0	0
	% Meeting or Exceeding						
	Met AALP?						
<i>CIP:</i> 52.0302 <i>Business</i>	# of Concentrators	0	1	12	5	0	0
	% Meeting or Exceeding			66.7			
	Met AALP?						
<i>CIP:</i> 47.0604 <i>Tech. Ed</i>	# of Concentrators	0	1	4	2	0	0
	% Meeting or Exceeding						
	Met AALP?						
<i>CIP:</i> 46.0000 <i>Tech. Ed</i>	# of Concentrators	0	1	0	3	0	0
	% Meeting or Exceeding						
	Met AALP?						
<i>CIP:</i> 19.0905 <i>FCS</i>	# of Concentrators	0	13	2	16	0	0
	% Meeting or Exceeding		30.8		18.8		
	Met AALP?						
<i>CIP:</i> 19.0709 <i>FCS</i>	# of Concentrators	0	1	6	4	0	0
	% Meeting or Exceeding						
	Met AALP?						
<i>CIP:</i> 11.0901 <i>Business</i>	# of Concentrators	0	0	2	1	0	0
	% Meeting or Exceeding						
	Met AALP?						
<i>CIP:</i> 11.0801 <i>Business</i>	# of Concentrators	0	1	2	0	0	0
	% Meeting or Exceeding						
	Met AALP?						
<i>CIP:</i> 11.0202 <i>Tech. Ed</i>	# of Concentrators	0	1	2	4	0	0
	% Meeting or Exceeding						
	Met AALP?						

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	5	0	1	0	0
59.0109	% Meeting or Exceeding						
	Met AALP?						
<i>CIP:</i>	# of Concentrators	0	1	12	5	0	0
52.0302	% Meeting or Exceeding			83.3			
<i>Business</i>	Met AALP?						
<i>CIP:</i>	# of Concentrators	0	1	4	2	0	0
47.0604	% Meeting or Exceeding						
<i>Tech. Ed</i>	Met AALP?						
<i>CIP:</i>	# of Concentrators	0	1	0	3	0	0
46.0000	% Meeting or Exceeding						
<i>Tech. Ed</i>	Met AALP?						
<i>CIP:</i>	# of Concentrators	0	13	2	16	0	0
19.0905	% Meeting or Exceeding		23.1		37.5		
<i>FCS</i>	Met AALP?						
<i>CIP:</i>	# of Concentrators	0	1	6	4	0	0
19.0709	% Meeting or Exceeding						
<i>FCS</i>	Met AALP?						
<i>CIP:</i>	# of Concentrators	0	0	2	1	0	0
11.0901	% Meeting or Exceeding						
<i>Business</i>	Met AALP?						
<i>CIP:</i>	# of Concentrators	0	1	2	0	0	0
11.0801	% Meeting or Exceeding						
<i>Business</i>	Met AALP?						
<i>CIP:</i>	# of Concentrators	0	1	2	4	0	0
11.0202	% 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	0	5	0	1	0	0
59.0109	% Meeting or Exceeding						
	Met AALP?						
<i>CIP:</i>	# of Concentrators	0	1	12	5	0	0
52.0302	% Meeting or Exceeding			100.0			
<i>Business</i>	Met AALP?						
<i>CIP:</i>	# of Concentrators	0	1	4	2	0	0
47.0604	% Meeting or Exceeding						
<i>Tech. Ed</i>	Met AALP?						
<i>CIP:</i>	# of Concentrators	0	1	0	3	0	0
46.0000	% Meeting or Exceeding						
<i>Tech. Ed</i>	Met AALP?						
<i>CIP:</i>	# of Concentrators	0	13	2	16	0	0
19.0905	% Meeting or Exceeding		76.9		81.3		
<i>FCS</i>	Met AALP?						
<i>CIP:</i>	# of Concentrators	0	1	6	4	0	0
19.0709	% Meeting or Exceeding						
<i>FCS</i>	Met AALP?						
<i>CIP:</i>	# of Concentrators	0	0	2	1	0	0
11.0901	% Meeting or Exceeding						
<i>Business</i>	Met AALP?						
<i>CIP:</i>	# of Concentrators	0	1	2	0	0	0
11.0801	% Meeting or Exceeding						
<i>Business</i>	Met AALP?						
<i>CIP:</i>	# of Concentrators	0	1	2	4	0	0
11.0202	% 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

5S1 - Secondary Placement (Special Population)

Limited English	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
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6S1 - Nontraditional Participation (Gender and Race)

		All	Gender		Race						
			Male	Female	White	Black	Hispanic	Asian	Pacific Islander	American Indian	Multi-racial
<i>CIP:</i> 52.0302 <i>Business</i>	# of Concentrators	51	33		8	2	40	1	0	0	0
	% Meeting or Exceeding	64.7	100.0				65.0				
	Met AALP?	Yes	Yes	N/A			Yes				
<i>CIP:</i> 48.0703 <i>Tech. Ed</i>	# of Concentrators	70		4	14	1	54	1	0	0	0
	% Meeting or Exceeding	5.7			7.1		5.6				
	Met AALP?	No	N/A				No				
<i>CIP:</i> 47.0604 <i>Tech. Ed</i>	# of Concentrators	124		8	31	4	87	1	0	0	1
	% Meeting or Exceeding	6.5			6.5		6.9				
	Met AALP?	No	N/A		Yes		No				
<i>CIP:</i> 47.0104 <i>Tech. Ed</i>	# of Concentrators	3		1	1	0	2	0	0	0	0
	% Meeting or Exceeding										
	Met AALP?		N/A								
<i>CIP:</i> 19.0709 <i>FCS</i>	# of Concentrators	116	3		30	1	81	0	0	3	1
	% Meeting or Exceeding	2.6			0.0		2.5				
	Met AALP?	No		N/A	No		No				
<i>CIP:</i> 15.1301 <i>Tech. Ed</i>	# of Concentrators	27		4	9	0	18	0	0	0	0
	% Meeting or Exceeding	14.8					11.1				
	Met AALP?		N/A								
<i>CIP:</i> 12.0500 <i>FCS</i>	# of Concentrators	322		205	67	7	238	8	0	2	0
	% Meeting or Exceeding	63.7		100.0	59.7		65.1				
	Met AALP?	Yes	N/A	Yes	Yes		Yes				
<i>CIP:</i> 11.0901 <i>Business</i>	# of Concentrators	30		3	11	0	16	3	0	0	0
	% Meeting or Exceeding	10.0			9.1		12.5				
	Met AALP?	Yes	N/A								
<i>CIP:</i> 10.0303 <i>Tech. Ed</i>	# of Concentrators	56	35		5	3	46	2	0	0	0
	% Meeting or Exceeding	62.5	100.0				65.2				
	Met AALP?	Yes	Yes	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 Concentrators	0	1	33	27	0	0
52.0302	% Meeting or Exceeding			100.0	66.7		
<i>Business</i>	Met AALP?			Yes			
<i>CIP:</i>	# of Concentrators	0	13	4	49	0	0
48.0703	% Meeting or Exceeding		0.0		2.0		
<i>Tech. Ed</i>	Met AALP?				No		
<i>CIP:</i>	# of Concentrators	2	18	8	71	0	0
47.0604	% Meeting or Exceeding		5.6		4.2		
<i>Tech. Ed</i>	Met AALP?				No		
<i>CIP:</i>	# of Concentrators	0	0	1	1	0	0
47.0104	% Meeting or Exceeding						
<i>Tech. Ed</i>	Met AALP?						
<i>CIP:</i>	# of Concentrators	1	10	3	58	0	0
19.0709	% Meeting or Exceeding		10.0		1.7		
<i>FCS</i>	Met AALP?				No		
<i>CIP:</i>	# of Concentrators	0	0	4	15	0	0
15.1301	% Meeting or Exceeding				6.7		
<i>Tech. Ed</i>	Met AALP?						
<i>CIP:</i>	# of Concentrators	4	30	205	183	0	0
12.0500	% Meeting or Exceeding		53.3	100.0	62.8		
<i>FCS</i>	Met AALP?		Yes	Yes	Yes		
<i>CIP:</i>	# of Concentrators	0	1	3	16	0	0
11.0901	% Meeting or Exceeding				0.0		
<i>Business</i>	Met AALP?						
<i>CIP:</i>	# of Concentrators	0	12	35	34	0	0
10.0303	% Meeting or Exceeding		83.3	100.0	64.7		
<i>Tech. Ed</i>	Met AALP?			Yes	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	12	7		1	0	11	0	0	0	0
52.0302	% Meeting or Exceeding	58.3					63.6				
<i>Business</i>	Met AALP?			N/A							
<i>CIP:</i>	# of Concentrators	3		0	2	0	1	0	0	0	0
47.0604	% Meeting or Exceeding										
<i>Tech. Ed</i>	Met AALP?		N/A								
<i>CIP:</i>	# of Concentrators	3	3	0	0	0	3	0	0	0	0
46.0000	% Meeting or Exceeding										
<i>Tech. Ed</i>	Met AALP?										
<i>CIP:</i>	# of Concentrators	4	2	2	0	0	4	0	0	0	0
19.0905	% Meeting or Exceeding										
<i>FCS</i>	Met AALP?										
<i>CIP:</i>	# of Concentrators	6	0		1	0	5	0	0	0	0
19.0709	% Meeting or Exceeding										
<i>FCS</i>	Met AALP?			N/A							
<i>CIP:</i>	# of Concentrators	2		0	0	0	1	1	0	0	0
11.0901	% Meeting or Exceeding										
<i>Business</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	1	12	5	0	0
52.0302	% Meeting or Exceeding			58.3			
<i>Business</i>	Met AALP?						
<i>CIP:</i>	# of Concentrators	0	0	3	1	0	0
47.0604	% Meeting or Exceeding						
<i>Tech. Ed</i>	Met AALP?						
<i>CIP:</i>	# of Concentrators	0	0	0	2	0	0
46.0000	% Meeting or Exceeding						
<i>Tech. Ed</i>	Met AALP?						
<i>CIP:</i>	# of Concentrators	0	0	2	2	0	0
19.0905	% Meeting or Exceeding						
<i>FCS</i>	Met AALP?						
<i>CIP:</i>	# of Concentrators	0	1	6	4	0	0
19.0709	% Meeting or Exceeding						
<i>FCS</i>	Met AALP?						
<i>CIP:</i>	# of Concentrators	0	0	2	1	0	0
11.0901	% Meeting or Exceeding						
<i>Business</i>	Met AALP?						

