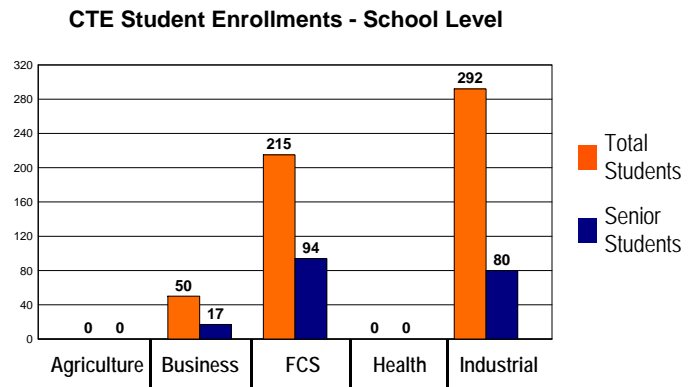




CAREER AND TECHNICAL EDUCATION SNAPSHOT

Perkins IV Indicators - State Level	
1S1 Academic Attainment - Reading	40.41
1S2 Academic Attainment - Math	40.10
2S1 Technical Skill Attainment	41.00
3S1 Secondary School Completion	95.00
4S1 Student Graduation Rates	--
5S1 Secondary Placement	73.00
6S1 Nontraditional Participation	16.00
6S2 Nontraditional Completion	19.00



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.

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	36.37	36.09	36.90	85.50	--	65.70	14.40	17.10

1S1 - Academic Attainment-Reading/Language Arts (%)

	All	Gender		Race						
		Male	Female	White	Black	Hispanic	Asian	Pacific Islander	American Indian	Multi-racial
School	60.7	52.9	72.7	63.2						
District	60.7	52.9	72.7	63.2						
EFE	38.7	36.7	41.7	54.6	16.3	26.6				50.0
State	49.2	48.4	50.2	57.1	26.4	32.4	58.6	46.7	46.7	50.3

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
School			60.7			
District			60.7			
EFE	10.0	24.7	38.4	32.6		
State	9.6	20.2	46.3	32.1	33.3	70.0

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 (%)

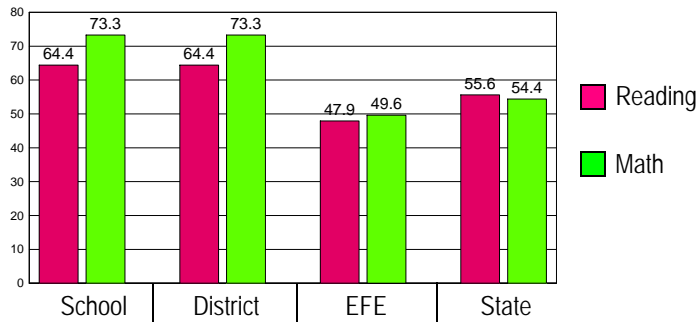
	All	Gender		Race						
		Male	Female	White	Black	Hispanic	Asian	Pacific Islander	American Indian	Multi-racial
School	57.1	52.9	63.6	73.7						
District	57.1	52.9	63.6	73.7						
EFE	40.5	41.5	38.8	54.9	20.4	29.6				42.9
State	49.5	53.3	44.2	57.7	19.2	35.1	73.9	60.0	44.9	50.8

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
School			57.1			
District			57.1			
EFE	25.0	19.1	40.8	32.6		
State	22.5	19.0	46.5	30.0	35.7	70.0

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.

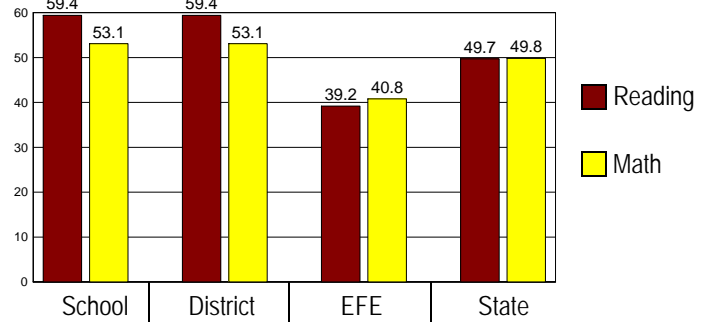
CTE Explorers' Performances (%)

Reading and Math - Overall Subgroup



CTE Investors' Performances (%)

Reading and Math - Overall Subgroup



2S1 - Technical Skill Attainment (%)

	All	Gender		Race						
		Male	Female	White	Black	Hispanic	Asian	Pacific Islander	American Indian	Multi-racial
School	70.0	57.9	90.9	71.4						
District	70.0	57.9	90.9	71.4						
EFE	62.2	58.5	68.5	77.4	32.8	57.8			46.2	71.4
State	67.3	67.8	66.5	73.7	45.2	58.0	80.9	70.6	66.9	63.0

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
School			70.0			
District			70.0			
EFE	54.5	13.8	63.6	57.5		
State	27.5	22.9	66.4	53.7	33.8	72.7

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

3S1 - Secondary School Completion (%)

	All	Gender		Race						
		Male	Female	White	Black	Hispanic	Asian	Pacific Islander	American Indian	Multi-racial
School	83.3	72.7		100.0						
District	83.3	72.7		100.0						
EFE	90.4	86.8	95.8	90.6	86.0	94.9			84.6	
State	92.8	91.8	94.1	95.1	88.8	89.3	96.5	100.0	86.7	92.7

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
School			83.3			
District			83.3			
EFE	94.4	71.2	92.0	91.9		
State	85.0	84.8	92.4	89.2	96.0	100.0

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
School	--	--	--	--	--	--	--	--	--	--
District	--	--	--	--	--	--	--	--	--	--
EFE	--	--	--	--	--	--	--	--	--	--
State	--	--	--	--	--	--	--	--	--	--

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
School	--	--	--	--	--	--
District	--	--	--	--	--	--
EFE	--	--	--	--	--	--
State	--	--	--	--	--	--

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 (%)

	All	Gender		Race						
		Male	Female	White	Black	Hispanic	Asian	Pacific Islander	American Indian	Multi-racial
School	39.4	19.7	73.1	45.7	19.2	31.4				40.0
District	39.4	19.7	73.1	45.7	19.2	31.4				40.0
EFE	40.2	18.3	66.9	41.0	41.5	36.8	47.9		57.6	53.2
State	37.6	39.2	35.7	37.3	40.9	36.6	35.4	41.8	38.6	37.8

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
School	38.9	35.8	39.4	43.4		
District	38.9	35.8	39.4	43.4		
EFE	38.1	33.4	40.2	40.1		
State	35.1	37.5	37.6	38.4	37.3	33.6

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 (%)

	All	Gender		Race						
		Male	Female	White	Black	Hispanic	Asian	Pacific Islander	American Indian	Multi-racial
School	22.2	18.2		27.3						
District	22.2	18.2		27.3						
EFE	35.8	17.5	58.9	39.7	37.5	31.9				
State	32.8	27.0	40.2	32.3	34.1	32.2	32.8	60.0	31.4	38.0

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
School			22.2			
District			22.2			
EFE	15.4	20.0	36.2	34.0		
State	26.9	27.6	32.8	31.8	55.0	

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.

