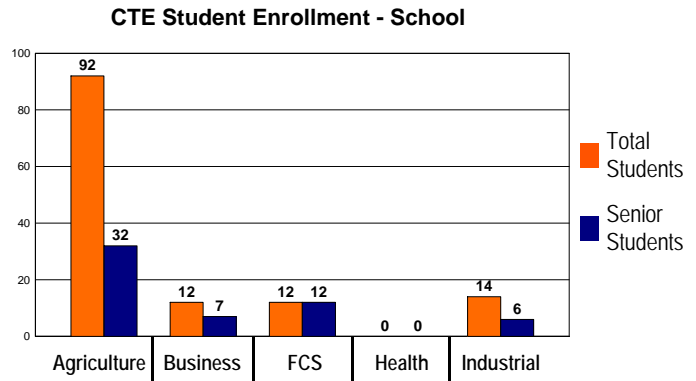




# CAREER AND TECHNICAL EDUCATION PERFORMANCE REPORT

Perkins IV Indicators - State Level	
1S1 Academic Attainment - Reading	40.36
1S2 Academic Attainment - Math	40.00
2S1 Technical Skill Attainment	40.00
3S1 Secondary School Completion	95.00
4S1 Student Graduation Rates	--
5S1 Secondary Placement	75.00
6S1 Nontraditional Participation	12.10
6S2 Nontraditional Completion	20.50



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	21.9	21.6	21.6	--	--	--	5.3	--

**1S1 - Academic Attainment-Reading/Language Arts (%)** AALP: 21.9 (Subgroups with fewer than 10 students are not reported.)

	All	Gender		Race					
		Male	Female	White	Black	Hispanic	Asian	American Indian	Multi-racial
School	40.0								
District	40.0								
EFE	49.6	44.3	54.5	50.9	30.8				
State	48.2	46.5	50.4	54.5	25.8	33.3	58.9	50.0	46.6

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
School						
District						
EFE		19.7	51.4	36.4		
State	16.6	18.7	46.0	33.5	41.1	

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: 21.6 (Subgroups with fewer than 10 students are not reported.)

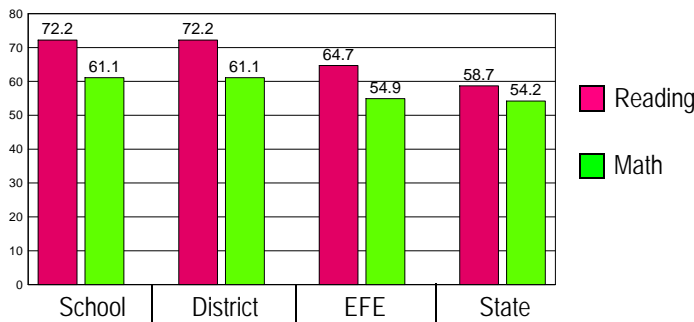
	All	Gender		Race					
		Male	Female	White	Black	Hispanic	Asian	American Indian	Multi-racial
School	40.0								
District	40.0								
EFE	37.0	36.5	37.4	37.6	30.8				
State	42.5	46.4	37.7	49.2	14.1	30.3	64.6	44.1	37.3

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
School						
District						
EFE		19.7	38.3	33.3		
State	27.6	16.1	40.4	25.3	20.6	

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.

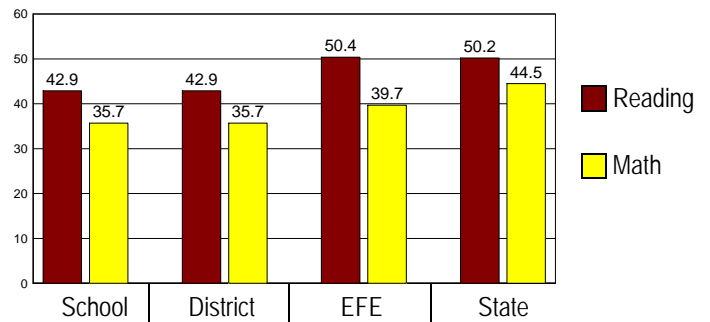
**CTE Explorers' Performances (%)**

Reading and Math - Overall Subgroup



**CTE Investors' Performances (%)**

Reading and Math - Overall Subgroup



**2S1 - Technical Skill Attainment (%)** AALP: 21.6 (Subgroups with fewer than 10 students are not reported.)

	All	Gender		Race					
		Male	Female	White	Black	Hispanic	Asian	American Indian	Multi-racial
School	63.6		70.0	60.0					
District	63.6		70.0	60.0					
EFE	29.3	29.3	29.4	35.1	4.4				8.3
State	60.4	60.2	60.8	65.0	43.6	51.2	73.8	54.5	50.2

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
School						
District						
EFE		15.2	32.6	15.8		
State	43.8	25.7	57.8	51.4	50.7	17.6

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 (%)**

Subgroups with fewer than 10 students are not reported.

	All	Gender		Race					
		Male	Female	White	Black	Hispanic	Asian	American Indian	Multi-racial
School									
District									
EFE	99.4	99.4	99.4	99.3	100.0				
State	95.3	95.1	95.7	96.8	89.8	92.3	97.2	92.9	95.1

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
School						
District						
EFE		100.0	99.3	100.0		
State	93.7	91.1	95.5	92.9	93.9	92.9

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	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.

**5S1 - Secondary Placement (%)** Subgroups with fewer than 10 students are not reported.

	All	Gender		Race					
		Male	Female	White	Black	Hispanic	Asian	American Indian	Multi-racial
School									
District									
EFE	63.2	60.5	65.9	64.4	58.0				
State	72.7	70.7	75.5	75.4	57.5	68.5	75.3	59.0	77.0

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
School						
District						
EFE		46.3	60.1	64.7		
State	79.3	65.3	72.2	64.0	67.9	

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, 2007 would be assessed between October 1, 2007 and December 31, 2007).

**6S1 - Nontraditional Participation (%)** AALP: 5.3 (Subgroups with fewer than 10 students are not reported.)

	All	Gender		Race					
		Male	Female	White	Black	Hispanic	Asian	American Indian	Multi-racial
School	36.9	7.8	81.8	36.6					
District	36.9	7.8	81.8	36.6					
EFE	27.4	14.9	51.9	28.9	21.6	33.3			26.3
State	28.8	22.3	41.2	27.7	33.8	27.8	35.4	25.3	27.2

	Limited English Proficiency	Students with Disabilities	Economic Disadvantage	Single Parent	Displaced Homemaker
School		34.8	31.4		
District		34.8	31.4		
EFE		25.1	21.8		
State	26.5	26.0	30.5	35.8	30.8

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 (%)**

Subgroups with fewer than 10 students are not reported.

	All	Gender		Race					
		Male	Female	White	Black	Hispanic	Asian	American Indian	Multi-racial
<b>School</b>									
<b>District</b>									
<b>EFE</b>	22.7	14.4	32.8	21.2	31.0				
<b>State</b>	19.0	19.8	17.9	17.1	22.9	20.7	28.2	30.8	23.5

	Limited English Proficiency	Students with Disabilities	Economic Disadvantage	Single Parent	Displaced Homemaker
<b>School</b>					
<b>District</b>					
<b>EFE</b>		9.6	16.7		
<b>State</b>	30.0	20.4	21.8	18.5	

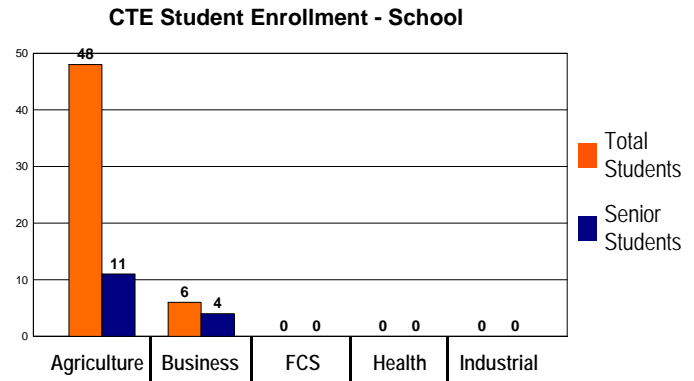
6S2 is the percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.





# CAREER AND TECHNICAL EDUCATION PERFORMANCE REPORT

Perkins IV Indicators - State Level	
1S1 Academic Attainment - Reading	40.36
1S2 Academic Attainment - Math	40.00
2S1 Technical Skill Attainment	40.00
3S1 Secondary School Completion	95.00
4S1 Student Graduation Rates	--
5S1 Secondary Placement	75.00
6S1 Nontraditional Participation	12.10
6S2 Nontraditional Completion	20.50



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	--	--	--	--	--	--	3.5	--

**1S1 - Academic Attainment-Reading/Language Arts (%)** Subgroups with fewer than 10 students are not reported.

	All	Gender		Race					
		Male	Female	White	Black	Hispanic	Asian	American Indian	Multi-racial
School									
District									
EFE	49.6	44.3	54.5	50.9	30.8				
State	48.2	46.5	50.4	54.5	25.8	33.3	58.9	50.0	46.6

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
School						
District						
EFE		19.7	51.4	36.4		
State	16.6	18.7	46.0	33.5	41.1	

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 (%)**

Subgroups with fewer than 10 students are not reported.

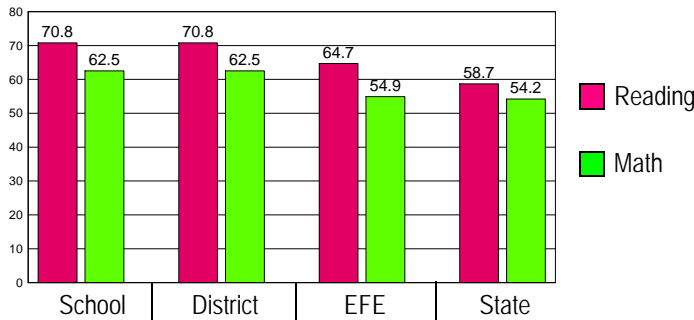
	All	Gender		Race					
		Male	Female	White	Black	Hispanic	Asian	American Indian	Multi-racial
School									
District									
EFE	37.0	36.5	37.4	37.6	30.8				
State	42.5	46.4	37.7	49.2	14.1	30.3	64.6	44.1	37.3

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
School						
District						
EFE		19.7	38.3	33.3		
State	27.6	16.1	40.4	25.3	20.6	

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.

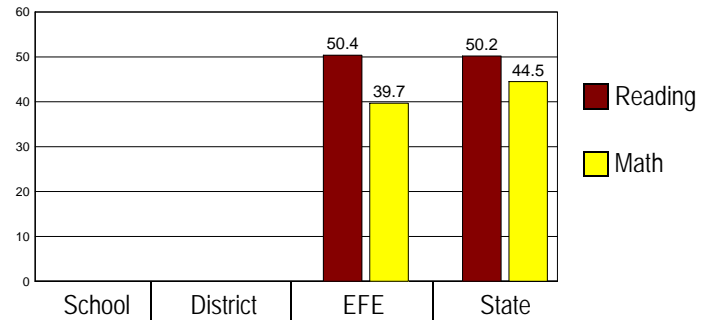
**CTE Explorers' Performances (%)**

Reading and Math - Overall Subgroup



**CTE Investors' Performances (%)**

Reading and Math - Overall Subgroup



**2S1 - Technical Skill Attainment (%)**

Subgroups with fewer than 10 students are not reported.

	All	Gender		Race					
		Male	Female	White	Black	Hispanic	Asian	American Indian	Multi-racial
School									
District									
EFE	29.3	29.3	29.4	35.1	4.4				8.3
State	60.4	60.2	60.8	65.0	43.6	51.2	73.8	54.5	50.2

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
School						
District						
EFE		15.2	32.6	15.8		
State	43.8	25.7	57.8	51.4	50.7	17.6

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 (%)**

Subgroups with fewer than 10 students are not reported.

	All	Gender		Race					
		Male	Female	White	Black	Hispanic	Asian	American Indian	Multi-racial
School									
District									
EFE	99.4	99.4	99.4	99.3	100.0				
State	95.3	95.1	95.7	96.8	89.8	92.3	97.2	92.9	95.1

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
School						
District						
EFE		100.0	99.3	100.0		
State	93.7	91.1	95.5	92.9	93.9	92.9

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	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.



**5S1 - Secondary Placement (%)** Subgroups with fewer than 10 students are not reported.

	All	Gender		Race					
		Male	Female	White	Black	Hispanic	Asian	American Indian	Multi-racial
School									
District									
EFE	63.2	60.5	65.9	64.4	58.0				
State	72.7	70.7	75.5	75.4	57.5	68.5	75.3	59.0	77.0

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
School						
District						
EFE		46.3	60.1	64.7		
State	79.3	65.3	72.2	64.0	67.9	

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, 2007 would be assessed between October 1, 2007 and December 31, 2007).

**6S1 - Nontraditional Participation (%)** AALP: 3.5 (Subgroups with fewer than 10 students are not reported.)

	All	Gender		Race					
		Male	Female	White	Black	Hispanic	Asian	American Indian	Multi-racial
School	54.2	9.1	92.3	55.3					
District	54.2	9.1	92.3	55.3					
EFE	27.4	14.9	51.9	28.9	21.6	33.3			26.3
State	28.8	22.3	41.2	27.7	33.8	27.8	35.4	25.3	27.2

	Limited English Proficiency	Students with Disabilities	Economic Disadvantage	Single Parent	Displaced Homemaker
School					
District					
EFE		25.1	21.8		
State	26.5	26.0	30.5	35.8	30.8

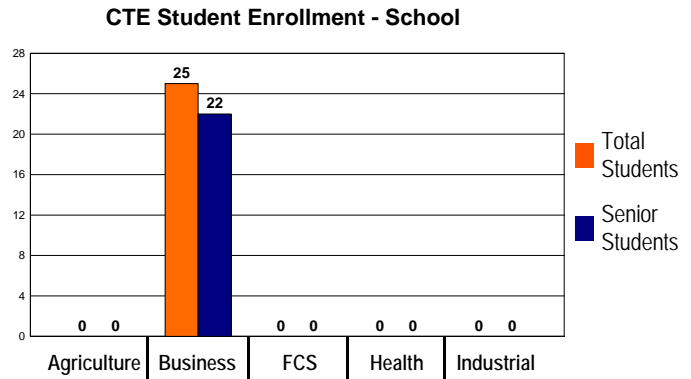
6S1 is the percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.





# CAREER AND TECHNICAL EDUCATION PERFORMANCE REPORT

Perkins IV Indicators - State Level	
1S1 Academic Attainment - Reading	40.36
1S2 Academic Attainment - Math	40.00
2S1 Technical Skill Attainment	40.00
3S1 Secondary School Completion	95.00
4S1 Student Graduation Rates	--
5S1 Secondary Placement	75.00
6S1 Nontraditional Participation	12.10
6S2 Nontraditional Completion	20.50



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	--	--	--	--	--	--	1.5	--

**1S1 - Academic Attainment-Reading/Language Arts (%)** Subgroups with fewer than 10 students are not reported.

	All	Gender		Race					
		Male	Female	White	Black	Hispanic	Asian	American Indian	Multi-racial
School									
District									
EFE	49.6	44.3	54.5	50.9	30.8				
State	48.2	46.5	50.4	54.5	25.8	33.3	58.9	50.0	46.6

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
School						
District						
EFE		19.7	51.4	36.4		
State	16.6	18.7	46.0	33.5	41.1	

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 (%)**

Subgroups with fewer than 10 students are not reported.

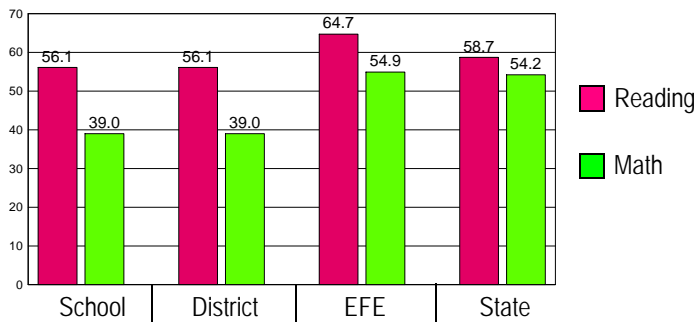
	All	Gender		Race					
		Male	Female	White	Black	Hispanic	Asian	American Indian	Multi-racial
School									
District									
EFE	37.0	36.5	37.4	37.6	30.8				
State	42.5	46.4	37.7	49.2	14.1	30.3	64.6	44.1	37.3

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
School						
District						
EFE		19.7	38.3	33.3		
State	27.6	16.1	40.4	25.3	20.6	

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.

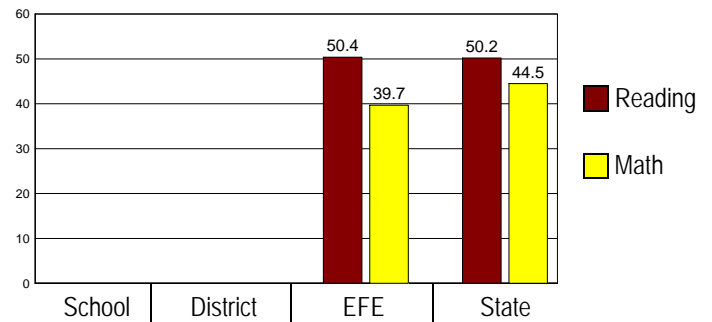
**CTE Explorers' Performances (%)**

Reading and Math - Overall Subgroup



**CTE Investors' Performances (%)**

Reading and Math - Overall Subgroup



**2S1 - Technical Skill Attainment (%)**

Subgroups with fewer than 10 students are not reported.

	All	Gender		Race					
		Male	Female	White	Black	Hispanic	Asian	American Indian	Multi-racial
School									
District									
EFE	29.3	29.3	29.4	35.1	4.4				8.3
State	60.4	60.2	60.8	65.0	43.6	51.2	73.8	54.5	50.2

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
School						
District						
EFE		15.2	32.6	15.8		
State	43.8	25.7	57.8	51.4	50.7	17.6

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 (%)**

Subgroups with fewer than 10 students are not reported.

	All	Gender		Race					
		Male	Female	White	Black	Hispanic	Asian	American Indian	Multi-racial
School									
District									
EFE	99.4	99.4	99.4	99.3	100.0				
State	95.3	95.1	95.7	96.8	89.8	92.3	97.2	92.9	95.1

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
School						
District						
EFE		100.0	99.3	100.0		
State	93.7	91.1	95.5	92.9	93.9	92.9

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	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.

**5S1 - Secondary Placement (%)** Subgroups with fewer than 10 students are not reported.

	All	Gender		Race					
		Male	Female	White	Black	Hispanic	Asian	American Indian	Multi-racial
School									
District									
EFE	63.2	60.5	65.9	64.4	58.0				
State	72.7	70.7	75.5	75.4	57.5	68.5	75.3	59.0	77.0

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
School						
District						
EFE		46.3	60.1	64.7		
State	79.3	65.3	72.2	64.0	67.9	

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, 2007 would be assessed between October 1, 2007 and December 31, 2007).

**6S1 - Nontraditional Participation (%)** AALP: 1.5 (Subgroups with fewer than 10 students are not reported.)

	All	Gender		Race					
		Male	Female	White	Black	Hispanic	Asian	American Indian	Multi-racial
School	53.8			54.5					
District	53.8			54.5					
EFE	27.4	14.9	51.9	28.9	21.6	33.3			26.3
State	28.8	22.3	41.2	27.7	33.8	27.8	35.4	25.3	27.2

	Limited English Proficiency	Students with Disabilities	Economic Disadvantage	Single Parent	Displaced Homemaker
School					
District					
EFE		25.1	21.8		
State	26.5	26.0	30.5	35.8	30.8

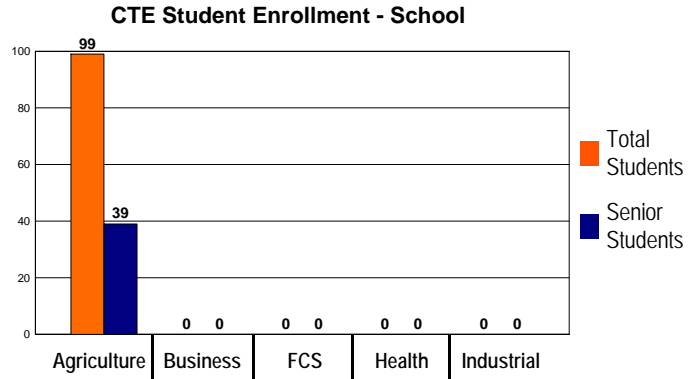
6S1 is the percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.





# CAREER AND TECHNICAL EDUCATION PERFORMANCE REPORT

Perkins IV Indicators - State Level	
1S1 Academic Attainment - Reading	40.36
1S2 Academic Attainment - Math	40.00
2S1 Technical Skill Attainment	40.00
3S1 Secondary School Completion	95.00
4S1 Student Graduation Rates	--
5S1 Secondary Placement	75.00
6S1 Nontraditional Participation	12.10
6S2 Nontraditional Completion	20.50



*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	--	--	--	--	--	53.4	5.0	--

**1S1 - Academic Attainment-Reading/Language Arts (%)** Subgroups with fewer than 10 students are not reported.

	All	Gender		Race					
		Male	Female	White	Black	Hispanic	Asian	American Indian	Multi-racial
School									
District									
EFE	49.6	44.3	54.5	50.9	30.8				
State	48.2	46.5	50.4	54.5	25.8	33.3	58.9	50.0	46.6

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
School						
District						
EFE		19.7	51.4	36.4		
State	16.6	18.7	46.0	33.5	41.1	

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 (%)**

Subgroups with fewer than 10 students are not reported.

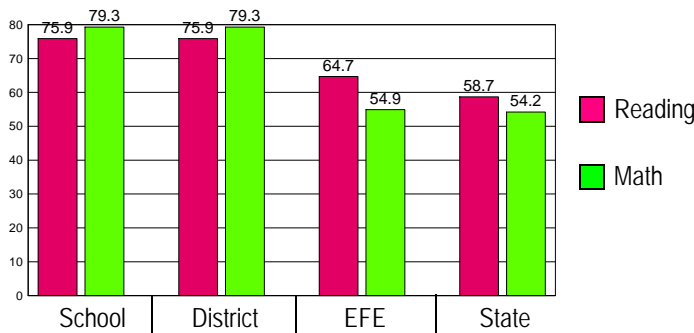
	All	Gender		Race					
		Male	Female	White	Black	Hispanic	Asian	American Indian	Multi-racial
School									
District									
EFE	37.0	36.5	37.4	37.6	30.8				
State	42.5	46.4	37.7	49.2	14.1	30.3	64.6	44.1	37.3

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
School						
District						
EFE		19.7	38.3	33.3		
State	27.6	16.1	40.4	25.3	20.6	

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.

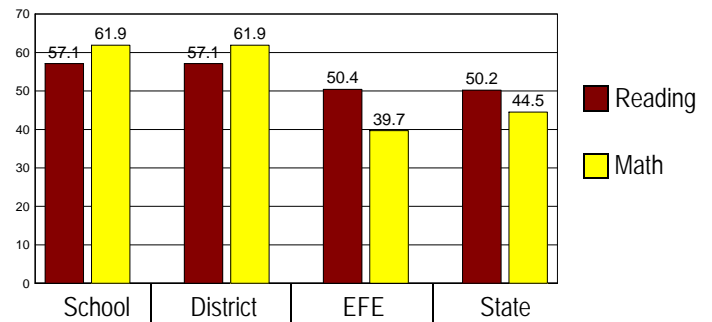
**CTE Explorers' Performances (%)**

Reading and Math - Overall Subgroup



**CTE Investors' Performances (%)**

Reading and Math - Overall Subgroup



**2S1 - Technical Skill Attainment (%)**

Subgroups with fewer than 10 students are not reported.

	All	Gender		Race					
		Male	Female	White	Black	Hispanic	Asian	American Indian	Multi-racial
School									
District									
EFE	29.3	29.3	29.4	35.1	4.4				8.3
State	60.4	60.2	60.8	65.0	43.6	51.2	73.8	54.5	50.2

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
School						
District						
EFE		15.2	32.6	15.8		
State	43.8	25.7	57.8	51.4	50.7	17.6

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 (%)**

Subgroups with fewer than 10 students are not reported.

	All	Gender		Race					
		Male	Female	White	Black	Hispanic	Asian	American Indian	Multi-racial
School									
District									
EFE	99.4	99.4	99.4	99.3	100.0				
State	95.3	95.1	95.7	96.8	89.8	92.3	97.2	92.9	95.1

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
School						
District						
EFE		100.0	99.3	100.0		
State	93.7	91.1	95.5	92.9	93.9	92.9

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	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.



**5S1 - Secondary Placement (%)** AALP: 53.4 (Subgroups with fewer than 10 students are not reported.)

	All	Gender		Race					
		Male	Female	White	Black	Hispanic	Asian	American Indian	Multi-racial
School	90.0			90.0					
District	90.0			90.0					
EFE	63.2	60.5	65.9	64.4	58.0				
State	72.7	70.7	75.5	75.4	57.5	68.5	75.3	59.0	77.0

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
School						
District						
EFE		46.3	60.1	64.7		
State	79.3	65.3	72.2	64.0	67.9	

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, 2007 would be assessed between October 1, 2007 and December 31, 2007).

**6S1 - Nontraditional Participation (%)** AALP: 5.0 (Subgroups with fewer than 10 students are not reported.)

	All	Gender		Race					
		Male	Female	White	Black	Hispanic	Asian	American Indian	Multi-racial
School	29.3	0.0	100.0	28.8					
District	29.3	0.0	100.0	28.8					
EFE	27.4	14.9	51.9	28.9	21.6	33.3			26.3
State	28.8	22.3	41.2	27.7	33.8	27.8	35.4	25.3	27.2

	Limited English Proficiency	Students with Disabilities	Economic Disadvantage	Single Parent	Displaced Homemaker
School		25.0			
District		25.0			
EFE		25.1	21.8		
State	26.5	26.0	30.5	35.8	30.8

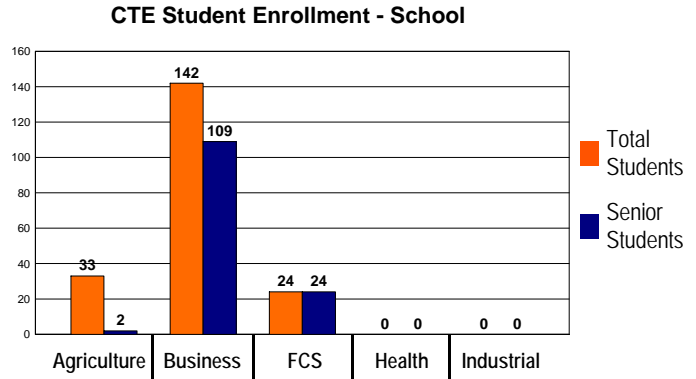
6S1 is the percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.





# CAREER AND TECHNICAL EDUCATION PERFORMANCE REPORT

Perkins IV Indicators - State Level	
1S1 Academic Attainment - Reading	<b>40.36</b>
1S2 Academic Attainment - Math	<b>40.00</b>
2S1 Technical Skill Attainment	<b>40.00</b>
3S1 Secondary School Completion	<b>95.00</b>
4S1 Student Graduation Rates	--
5S1 Secondary Placement	<b>75.00</b>
6S1 Nontraditional Participation	<b>12.10</b>
6S2 Nontraditional Completion	<b>20.50</b>



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	<b>21.9</b>	<b>21.6</b>	<b>22.7</b>	<b>74.9</b>	--	<b>53.4</b>	<b>6.4</b>	<b>6.9</b>

**1S1 - Academic Attainment-Reading/Language Arts (%)** AALP: 21.9 (Subgroups with fewer than 10 students are not reported.)

	All	Gender		Race					
		Male	Female	White	Black	Hispanic	Asian	American Indian	Multi-racial
School	79.3	72.7	83.3	79.3					
District	79.3	72.7	83.3	79.3					
EFE	49.6	44.3	54.5	50.9	30.8				
State	48.2	46.5	50.4	54.5	25.8	33.3	58.9	50.0	46.6

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
School			79.3			
District			79.3			
EFE		19.7	51.4	36.4		
State	16.6	18.7	46.0	33.5	41.1	

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: 21.6 (Subgroups with fewer than 10 students are not reported.)

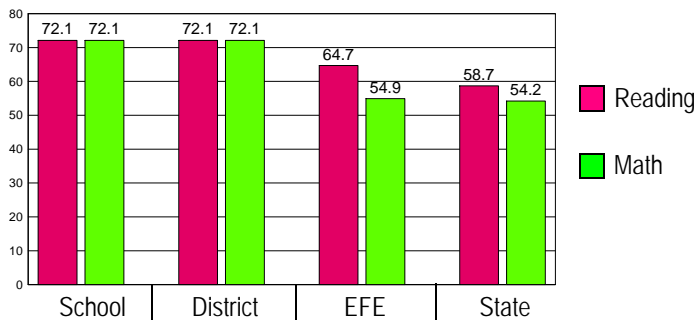
	All	Gender		Race					
		Male	Female	White	Black	Hispanic	Asian	American Indian	Multi-racial
School	82.8	81.8	83.3	82.8					
District	82.8	81.8	83.3	82.8					
EFE	37.0	36.5	37.4	37.6	30.8				
State	42.5	46.4	37.7	49.2	14.1	30.3	64.6	44.1	37.3

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
School			82.8			
District			82.8			
EFE		19.7	38.3	33.3		
State	27.6	16.1	40.4	25.3	20.6	

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.

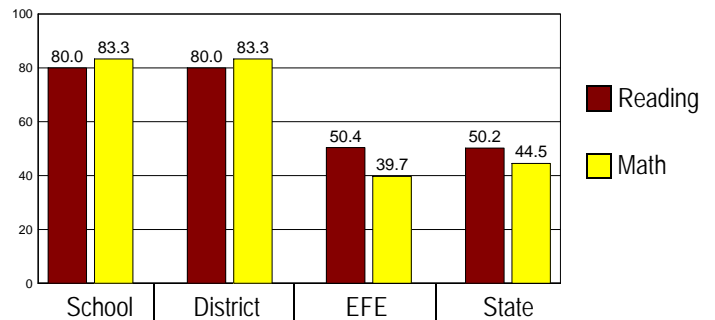
**CTE Explorers' Performances (%)**

Reading and Math - Overall Subgroup



**CTE Investors' Performances (%)**

Reading and Math - Overall Subgroup



**2S1 - Technical Skill Attainment (%)** AALP: 22.7 (Subgroups with fewer than 10 students are not reported.)

	All	Gender		Race					
		Male	Female	White	Black	Hispanic	Asian	American Indian	Multi-racial
School	82.9	68.8	94.7	82.9					
District	82.9	68.8	94.7	82.9					
EFE	29.3	29.3	29.4	35.1	4.4				8.3
State	60.4	60.2	60.8	65.0	43.6	51.2	73.8	54.5	50.2

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
School			82.9			
District			82.9			
EFE		15.2	32.6	15.8		
State	43.8	25.7	57.8	51.4	50.7	17.6

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 (%)** AALP: 74.9 (Subgroups with fewer than 10 students are not reported.)

	All	Gender		Race					
		Male	Female	White	Black	Hispanic	Asian	American Indian	Multi-racial
School	91.7	91.7	91.7	91.7					
District	91.7	91.7	91.7	91.7					
EFE	99.4	99.4	99.4	99.3	100.0				
State	95.3	95.1	95.7	96.8	89.8	92.3	97.2	92.9	95.1

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
School			91.7			
District			91.7			
EFE		100.0	99.3	100.0		
State	93.7	91.1	95.5	92.9	93.9	92.9

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	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.

**5S1 - Secondary Placement (%)** AALP: 53.4 (Subgroups with fewer than 10 students are not reported.)

	All	Gender		Race					
		Male	Female	White	Black	Hispanic	Asian	American Indian	Multi-racial
School	81.0	75.0		81.0					
District	81.0	75.0		81.0					
EFE	63.2	60.5	65.9	64.4	58.0				
State	72.7	70.7	75.5	75.4	57.5	68.5	75.3	59.0	77.0

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
School			90.0			
District			90.0			
EFE		46.3	60.1	64.7		
State	79.3	65.3	72.2	64.0	67.9	

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, 2007 would be assessed between October 1, 2007 and December 31, 2007).

**6S1 - Nontraditional Participation (%)** AALP: 6.4 (Subgroups with fewer than 10 students are not reported.)

	All	Gender		Race					
		Male	Female	White	Black	Hispanic	Asian	American Indian	Multi-racial
School	49.2	77.3	20.3	50.0					
District	49.2	77.3	20.3	50.0					
EFE	27.4	14.9	51.9	28.9	21.6	33.3			26.3
State	28.8	22.3	41.2	27.7	33.8	27.8	35.4	25.3	27.2

	Limited English Proficiency	Students with Disabilities	Economic Disadvantage	Single Parent	Displaced Homemaker
School					
District					
EFE		25.1	21.8		
State	26.5	26.0	30.5	35.8	30.8

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: 6.9 (Subgroups with fewer than 10 students are not reported.)

	All	Gender		Race					
		Male	Female	White	Black	Hispanic	Asian	American Indian	Multi-racial
School	55.6	90.9		55.6					
District	55.6	90.9		55.6					
EFE	22.7	14.4	32.8	21.2	31.0				
State	19.0	19.8	17.9	17.1	22.9	20.7	28.2	30.8	23.5

	Limited English Proficiency	Students with Disabilities	Economic Disadvantage	Single Parent	Displaced Homemaker
School					
District					
EFE		9.6	16.7		
State	30.0	20.4	21.8	18.5	

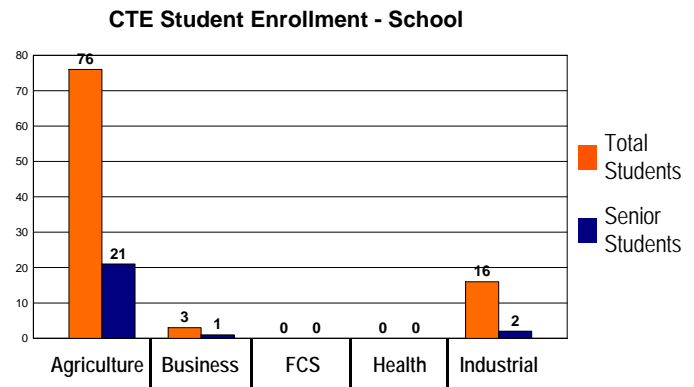
6S2 is the percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.





# CAREER AND TECHNICAL EDUCATION PERFORMANCE REPORT

Perkins IV Indicators - State Level	
1S1 Academic Attainment - Reading	40.36
1S2 Academic Attainment - Math	40.00
2S1 Technical Skill Attainment	40.00
3S1 Secondary School Completion	95.00
4S1 Student Graduation Rates	--
5S1 Secondary Placement	75.00
6S1 Nontraditional Participation	12.10
6S2 Nontraditional Completion	20.50



*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	--	--	--	--	--	--	4.9	--

### 4S1 - Student Graduation Rates (%)

	All	Gender		Race					
		Male	Female	White	Black	Hispanic	Asian	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 (%)** AALP: 4.9 (Subgroups with fewer than 10 students are not reported.)

	All	Gender		Race					
		Male	Female	White	Black	Hispanic	Asian	American Indian	Multi-racial
<b>School</b>	23.6	1.9	88.9	22.5					
<b>District</b>	23.6	1.9	88.9	22.5					
<b>EFE</b>	27.4	14.9	51.9	28.9	21.6	33.3			26.3
<b>State</b>	28.8	22.3	41.2	27.7	33.8	27.8	35.4	25.3	27.2

	Limited English Proficiency	Students with Disabilities	Economic Disadvantage	Single Parent	Displaced Homemaker
<b>School</b>		6.7			
<b>District</b>		6.7			
<b>EFE</b>		25.1	21.8		
<b>State</b>	26.5	26.0	30.5	35.8	30.8

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.

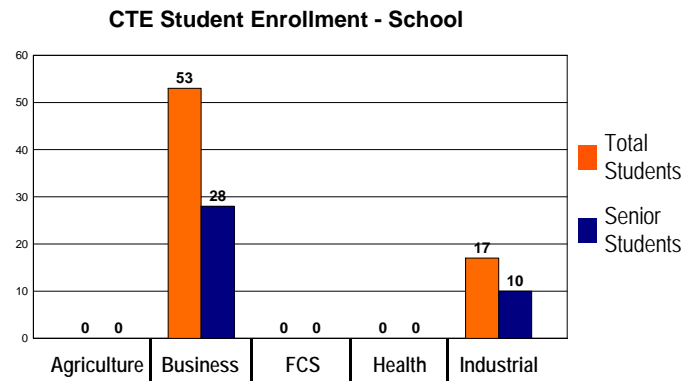






# CAREER AND TECHNICAL EDUCATION PERFORMANCE REPORT

Perkins IV Indicators - State Level	
1S1 Academic Attainment - Reading	40.36
1S2 Academic Attainment - Math	40.00
2S1 Technical Skill Attainment	40.00
3S1 Secondary School Completion	95.00
4S1 Student Graduation Rates	--
5S1 Secondary Placement	75.00
6S1 Nontraditional Participation	12.10
6S2 Nontraditional Completion	20.50



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	--	--	--	--	--	--	4.5	--

**1S1 - Academic Attainment-Reading/Language Arts (%)** Subgroups with fewer than 10 students are not reported.

	All	Gender		Race					
		Male	Female	White	Black	Hispanic	Asian	American Indian	Multi-racial
School									
District									
EFE	49.6	44.3	54.5	50.9	30.8				
State	48.2	46.5	50.4	54.5	25.8	33.3	58.9	50.0	46.6

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
School						
District						
EFE		19.7	51.4	36.4		
State	16.6	18.7	46.0	33.5	41.1	

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 (%)**

Subgroups with fewer than 10 students are not reported.

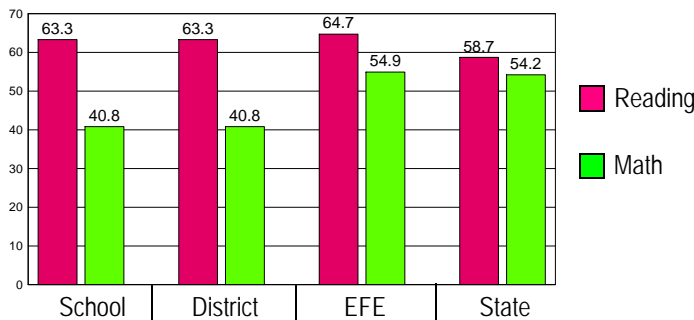
	All	Gender		Race					
		Male	Female	White	Black	Hispanic	Asian	American Indian	Multi-racial
School									
District									
EFE	37.0	36.5	37.4	37.6	30.8				
State	42.5	46.4	37.7	49.2	14.1	30.3	64.6	44.1	37.3

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
School						
District						
EFE		19.7	38.3	33.3		
State	27.6	16.1	40.4	25.3	20.6	

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.

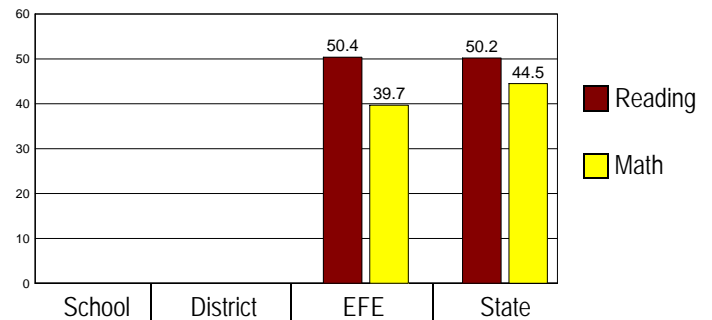
**CTE Explorers' Performances (%)**

Reading and Math - Overall Subgroup



**CTE Investors' Performances (%)**

Reading and Math - Overall Subgroup



**2S1 - Technical Skill Attainment (%)**

Subgroups with fewer than 10 students are not reported.

	All	Gender		Race					
		Male	Female	White	Black	Hispanic	Asian	American Indian	Multi-racial
School									
District									
EFE	29.3	29.3	29.4	35.1	4.4				8.3
State	60.4	60.2	60.8	65.0	43.6	51.2	73.8	54.5	50.2

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
School						
District						
EFE		15.2	32.6	15.8		
State	43.8	25.7	57.8	51.4	50.7	17.6

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 (%)**

Subgroups with fewer than 10 students are not reported.

	All	Gender		Race					
		Male	Female	White	Black	Hispanic	Asian	American Indian	Multi-racial
School									
District									
EFE	99.4	99.4	99.4	99.3	100.0				
State	95.3	95.1	95.7	96.8	89.8	92.3	97.2	92.9	95.1

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
School						
District						
EFE		100.0	99.3	100.0		
State	93.7	91.1	95.5	92.9	93.9	92.9

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	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.

**5S1 - Secondary Placement (%)** Subgroups with fewer than 10 students are not reported.

	All	Gender		Race					
		Male	Female	White	Black	Hispanic	Asian	American Indian	Multi-racial
School									
District									
EFE	63.2	60.5	65.9	64.4	58.0				
State	72.7	70.7	75.5	75.4	57.5	68.5	75.3	59.0	77.0

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
School						
District						
EFE		46.3	60.1	64.7		
State	79.3	65.3	72.2	64.0	67.9	

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, 2007 would be assessed between October 1, 2007 and December 31, 2007).

**6S1 - Nontraditional Participation (%)** AALP: 4.5 (Subgroups with fewer than 10 students are not reported.)

	All	Gender		Race					
		Male	Female	White	Black	Hispanic	Asian	American Indian	Multi-racial
School	42.2	62.5	8.3	42.4					
District	42.2	62.5	8.3	42.4					
EFE	27.4	14.9	51.9	28.9	21.6	33.3			26.3
State	28.8	22.3	41.2	27.7	33.8	27.8	35.4	25.3	27.2

	Limited English Proficiency	Students with Disabilities	Economic Disadvantage	Single Parent	Displaced Homemaker
School					
District					
EFE		25.1	21.8		
State	26.5	26.0	30.5	35.8	30.8

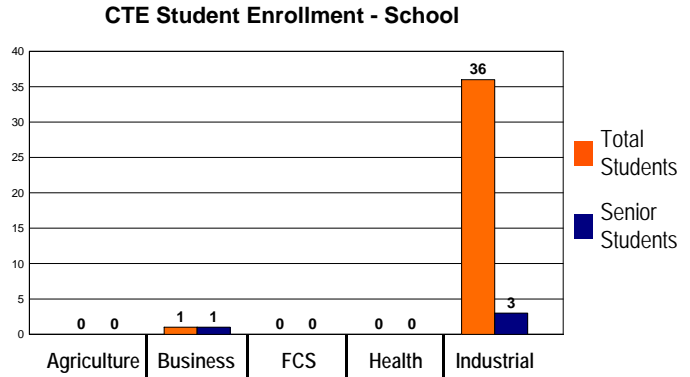
6S1 is the percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.





# CAREER AND TECHNICAL EDUCATION PERFORMANCE REPORT

Perkins IV Indicators - State Level	
1S1 Academic Attainment - Reading	40.36
1S2 Academic Attainment - Math	40.00
2S1 Technical Skill Attainment	40.00
3S1 Secondary School Completion	95.00
4S1 Student Graduation Rates	--
5S1 Secondary Placement	75.00
6S1 Nontraditional Participation	12.10
6S2 Nontraditional Completion	20.50



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	--	--	--	--	--	--	1.5	--

## 4S1 - Student Graduation Rates (%)

	All	Gender		Race					
		Male	Female	White	Black	Hispanic	Asian	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.

**5S1 - Secondary Placement (%)** Subgroups with fewer than 10 students are not reported.

	All	Gender		Race					
		Male	Female	White	Black	Hispanic	Asian	American Indian	Multi-racial
School									
District									
EFE	63.2	60.5	65.9	64.4	58.0				
State	72.7	70.7	75.5	75.4	57.5	68.5	75.3	59.0	77.0

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
School						
District						
EFE		46.3	60.1	64.7		
State	79.3	65.3	72.2	64.0	67.9	

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, 2007 would be assessed between October 1, 2007 and December 31, 2007).

**6S1 - Nontraditional Participation (%)** AALP: 1.5 (Subgroups with fewer than 10 students are not reported.)

	All	Gender		Race					
		Male	Female	White	Black	Hispanic	Asian	American Indian	Multi-racial
School	23.1	4.8		20.0					
District	23.1	4.8		20.0					
EFE	27.4	14.9	51.9	28.9	21.6	33.3			26.3
State	28.8	22.3	41.2	27.7	33.8	27.8	35.4	25.3	27.2

	Limited English Proficiency	Students with Disabilities	Economic Disadvantage	Single Parent	Displaced Homemaker
School					
District					
EFE		25.1	21.8		
State	26.5	26.0	30.5	35.8	30.8

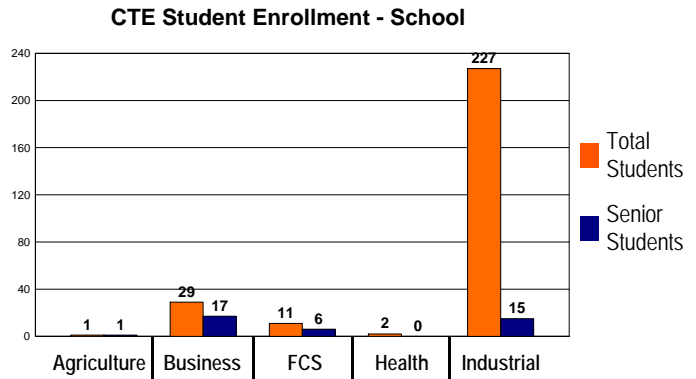
6S1 is the percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.





# CAREER AND TECHNICAL EDUCATION PERFORMANCE REPORT

Perkins IV Indicators - State Level	
1S1 Academic Attainment - Reading	40.36
1S2 Academic Attainment - Math	40.00
2S1 Technical Skill Attainment	40.00
3S1 Secondary School Completion	95.00
4S1 Student Graduation Rates	--
5S1 Secondary Placement	75.00
6S1 Nontraditional Participation	12.10
6S2 Nontraditional Completion	20.50



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	21.9	21.6	21.6	--	--	53.4	6.7	--

**1S1 - Academic Attainment-Reading/Language Arts (%)** AALP: 21.9 (Subgroups with fewer than 10 students are not reported.)

	All	Gender		Race					
		Male	Female	White	Black	Hispanic	Asian	American Indian	Multi-racial
School	14.3								
District	26.9	30.8	23.1	29.4					
EFE	49.6	44.3	54.5	50.9	30.8				
State	48.2	46.5	50.4	54.5	25.8	33.3	58.9	50.0	46.6

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
School		15.4		14.3		
District		28.0	20.0	26.9		
EFE		19.7	51.4	36.4		
State	16.6	18.7	46.0	33.5	41.1	

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: 21.6 (Subgroups with fewer than 10 students are not reported.)

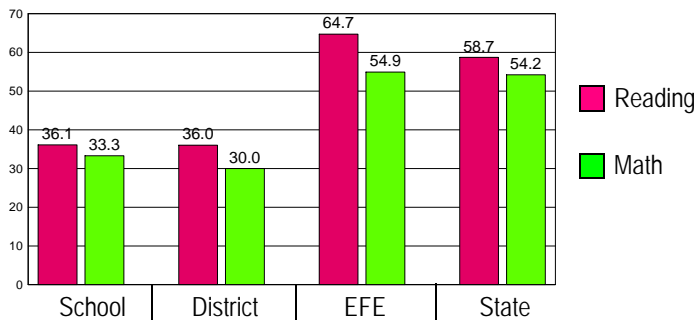
	All	Gender		Race					
		Male	Female	White	Black	Hispanic	Asian	American Indian	Multi-racial
School	14.3								
District	30.8	38.5	23.1	35.3					
EFE	37.0	36.5	37.4	37.6	30.8				
State	42.5	46.4	37.7	49.2	14.1	30.3	64.6	44.1	37.3

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
School		15.4		14.3		
District		32.0	26.7	30.8		
EFE		19.7	38.3	33.3		
State	27.6	16.1	40.4	25.3	20.6	

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.

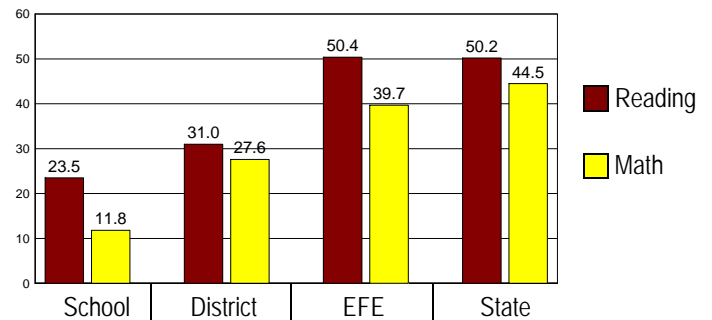
**CTE Explorers' Performances (%)**

Reading and Math - Overall Subgroup



**CTE Investors' Performances (%)**

Reading and Math - Overall Subgroup



**2S1 - Technical Skill Attainment (%)** AALP: 21.6 (Subgroups with fewer than 10 students are not reported.)

	All	Gender		Race					
		Male	Female	White	Black	Hispanic	Asian	American Indian	Multi-racial
School	0.0			0.0					
District	0.0	0.0	0.0	0.0					
EFE	29.3	29.3	29.4	35.1	4.4				8.3
State	60.4	60.2	60.8	65.0	43.6	51.2	73.8	54.5	50.2

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
School		0.0		0.0		
District		0.0	0.0	0.0		
EFE		15.2	32.6	15.8		
State	43.8	25.7	57.8	51.4	50.7	17.6

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 (%)**

Subgroups with fewer than 10 students are not reported.

	All	Gender		Race					
		Male	Female	White	Black	Hispanic	Asian	American Indian	Multi-racial
School									
District	100.0	100.0		100.0					
EFE	99.4	99.4	99.4	99.3	100.0				
State	95.3	95.1	95.7	96.8	89.8	92.3	97.2	92.9	95.1

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
School						
District		100.0	100.0	100.0		
EFE		100.0	99.3	100.0		
State	93.7	91.1	95.5	92.9	93.9	92.9

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	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.

**5S1 - Secondary Placement (%)** AALP: 53.4 (Subgroups with fewer than 10 students are not reported.)

	All	Gender		Race					
		Male	Female	White	Black	Hispanic	Asian	American Indian	Multi-racial
School	63.3	57.1	68.8	64.7	61.5				
District	63.3	54.5	70.4	59.3	68.2				
EFE	63.2	60.5	65.9	64.4	58.0				
State	72.7	70.7	75.5	75.4	57.5	68.5	75.3	59.0	77.0

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
School			52.9	60.7		
District		27.8	53.8	63.0		
EFE		46.3	60.1	64.7		
State	79.3	65.3	72.2	64.0	67.9	

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, 2007 would be assessed between October 1, 2007 and December 31, 2007).

**6S1 - Nontraditional Participation (%)** AALP: 6.7 (Subgroups with fewer than 10 students are not reported.)

	All	Gender		Race					
		Male	Female	White	Black	Hispanic	Asian	American Indian	Multi-racial
School	17.1	11.6	58.8	19.0	15.1				
District	16.6	6.4	77.0	16.4	16.8				13.6
EFE	27.4	14.9	51.9	28.9	21.6	33.3			26.3
State	28.8	22.3	41.2	27.7	33.8	27.8	35.4	25.3	27.2

	Limited English Proficiency	Students with Disabilities	Economic Disadvantage	Single Parent	Displaced Homemaker
School		33.3	18.3		
District		28.8	18.1		
EFE		25.1	21.8		
State	26.5	26.0	30.5	35.8	30.8

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 (%)**

Subgroups with fewer than 10 students are not reported.

School	All	Gender		Race					
		Male	Female	White	Black	Hispanic	Asian	American Indian	Multi-racial
District	23.5	33.3		20.0					
EFE	22.7	14.4	32.8	21.2	31.0				
State	19.0	19.8	17.9	17.1	22.9	20.7	28.2	30.8	23.5

School	Limited English Proficiency	Students with Disabilities	Economic Disadvantage	Single Parent	Displaced Homemaker
District		18.8	18.2		
EFE		9.6	16.7		
State	30.0	20.4	21.8	18.5	

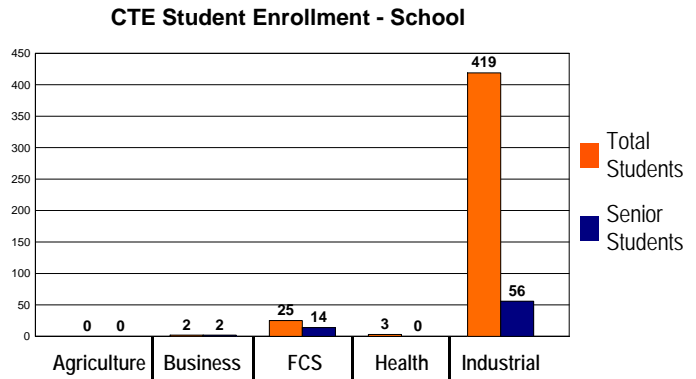
6S2 is the percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.





# CAREER AND TECHNICAL EDUCATION PERFORMANCE REPORT

Perkins IV Indicators - State Level	
1S1 Academic Attainment - Reading	40.36
1S2 Academic Attainment - Math	40.00
2S1 Technical Skill Attainment	40.00
3S1 Secondary School Completion	95.00
4S1 Student Graduation Rates	--
5S1 Secondary Placement	75.00
6S1 Nontraditional Participation	12.10
6S2 Nontraditional Completion	20.50



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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	21.9	21.6	21.6	74.9	--	53.4	7.8	6.9

**1S1 - Academic Attainment-Reading/Language Arts (%)** AALP: 21.9 (Subgroups with fewer than 10 students are not reported.)

	All	Gender		Race					
		Male	Female	White	Black	Hispanic	Asian	American Indian	Multi-racial
School	41.7								
District	26.9	30.8	23.1	29.4					
EFE	49.6	44.3	54.5	50.9	30.8				
State	48.2	46.5	50.4	54.5	25.8	33.3	58.9	50.0	46.6

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
School		41.7	30.0	41.7		
District		28.0	20.0	26.9		
EFE		19.7	51.4	36.4		
State	16.6	18.7	46.0	33.5	41.1	

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: 21.6 (Subgroups with fewer than 10 students are not reported.)

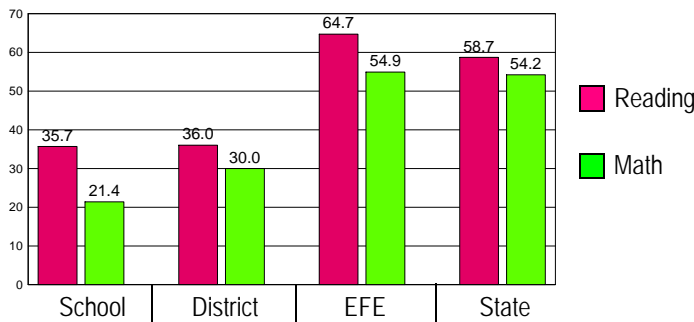
	All	Gender		Race					
		Male	Female	White	Black	Hispanic	Asian	American Indian	Multi-racial
School	50.0								
District	30.8	38.5	23.1	35.3					
EFE	37.0	36.5	37.4	37.6	30.8				
State	42.5	46.4	37.7	49.2	14.1	30.3	64.6	44.1	37.3

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
School		50.0	40.0	50.0		
District		32.0	26.7	30.8		
EFE		19.7	38.3	33.3		
State	27.6	16.1	40.4	25.3	20.6	

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.

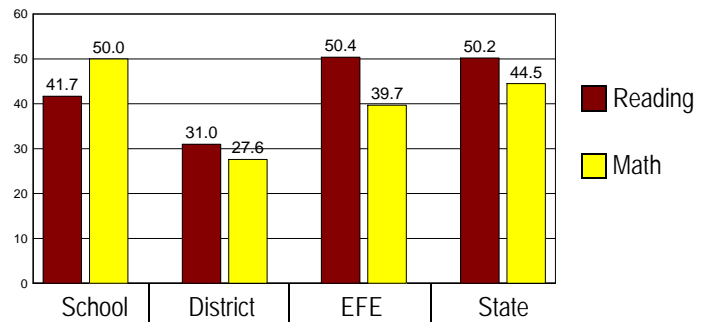
**CTE Explorers' Performances (%)**

Reading and Math - Overall Subgroup



**CTE Investors' Performances (%)**

Reading and Math - Overall Subgroup



**2S1 - Technical Skill Attainment (%)** AALP: 21.6 (Subgroups with fewer than 10 students are not reported.)

	All	Gender		Race					
		Male	Female	White	Black	Hispanic	Asian	American Indian	Multi-racial
School	0.0	0.0		0.0					
District	0.0	0.0	0.0	0.0					
EFE	29.3	29.3	29.4	35.1	4.4				8.3
State	60.4	60.2	60.8	65.0	43.6	51.2	73.8	54.5	50.2

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
School		0.0	0.0	0.0		
District		0.0	0.0	0.0		
EFE		15.2	32.6	15.8		
State	43.8	25.7	57.8	51.4	50.7	17.6

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 (%)** AALP: 74.9 (Subgroups with fewer than 10 students are not reported.)

	All	Gender		Race					
		Male	Female	White	Black	Hispanic	Asian	American Indian	Multi-racial
School	100.0	100.0		100.0					
District	100.0	100.0		100.0					
EFE	99.4	99.4	99.4	99.3	100.0				
State	95.3	95.1	95.7	96.8	89.8	92.3	97.2	92.9	95.1

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
School		100.0	100.0	100.0		
District		100.0	100.0	100.0		
EFE		100.0	99.3	100.0		
State	93.7	91.1	95.5	92.9	93.9	92.9

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	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.

**5S1 - Secondary Placement (%)** AALP: 53.4 (Subgroups with fewer than 10 students are not reported.)

	All	Gender		Race					
		Male	Female	White	Black	Hispanic	Asian	American Indian	Multi-racial
School	63.2		72.7	50.0					
District	63.3	54.5	70.4	59.3	68.2				
EFE	63.2	60.5	65.9	64.4	58.0				
State	72.7	70.7	75.5	75.4	57.5	68.5	75.3	59.0	77.0

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
School		30.0		66.7		
District		27.8	53.8	63.0		
EFE		46.3	60.1	64.7		
State	79.3	65.3	72.2	64.0	67.9	

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, 2007 would be assessed between October 1, 2007 and December 31, 2007).

**6S1 - Nontraditional Participation (%)** AALP: 7.8 (Subgroups with fewer than 10 students are not reported.)

	All	Gender		Race					
		Male	Female	White	Black	Hispanic	Asian	American Indian	Multi-racial
School	16.4	3.5	84.1	14.5	17.4				21.4
District	16.6	6.4	77.0	16.4	16.8				13.6
EFE	27.4	14.9	51.9	28.9	21.6	33.3			26.3
State	28.8	22.3	41.2	27.7	33.8	27.8	35.4	25.3	27.2

	Limited English Proficiency	Students with Disabilities	Economic Disadvantage	Single Parent	Displaced Homemaker
School		26.5	18.0		
District		28.8	18.1		
EFE		25.1	21.8		
State	26.5	26.0	30.5	35.8	30.8

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: 6.9 (Subgroups with fewer than 10 students are not reported.)

	All	Gender		Race					
		Male	Female	White	Black	Hispanic	Asian	American Indian	Multi-racial
<b>School</b>	21.4			16.7					
<b>District</b>	23.5	33.3		20.0					
<b>EFE</b>	22.7	14.4	32.8	21.2	31.0				
<b>State</b>	19.0	19.8	17.9	17.1	22.9	20.7	28.2	30.8	23.5

	Limited English Proficiency	Students with Disabilities	Economic Disadvantage	Single Parent	Displaced Homemaker
<b>School</b>		15.4			
<b>District</b>		18.8	18.2		
<b>EFE</b>		9.6	16.7		
<b>State</b>	30.0	20.4	21.8	18.5	

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.

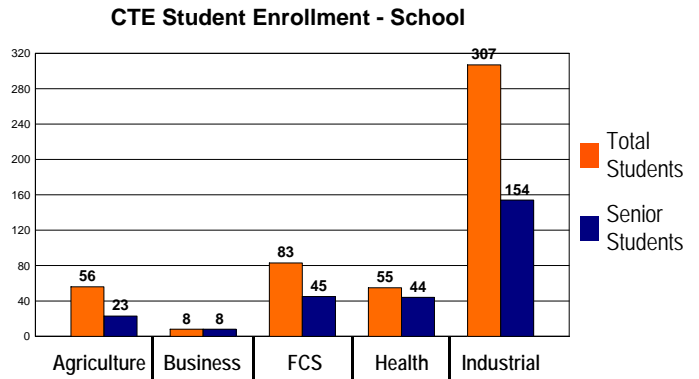






# CAREER AND TECHNICAL EDUCATION PERFORMANCE REPORT

Perkins IV Indicators - State Level	
1S1 Academic Attainment - Reading	40.36
1S2 Academic Attainment - Math	40.00
2S1 Technical Skill Attainment	40.00
3S1 Secondary School Completion	95.00
4S1 Student Graduation Rates	--
5S1 Secondary Placement	75.00
6S1 Nontraditional Participation	12.10
6S2 Nontraditional Completion	20.50



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	30.0	29.7	32.2	82.0	--	59.4	8.5	14.2

**1S1 - Academic Attainment-Reading/Language Arts (%)** AALP: 30.0 (Subgroups with fewer than 10 students are not reported.)

	All	Gender		Race					
		Male	Female	White	Black	Hispanic	Asian	American Indian	Multi-racial
School	46.5	40.2	53.2	46.4					
District	46.5	40.2	53.2	46.4					
EFE	49.6	44.3	54.5	50.9	30.8				
State	48.2	46.5	50.4	54.5	25.8	33.3	58.9	50.0	46.6

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
School		15.6	49.6			
District		15.6	49.6			
EFE		19.7	51.4	36.4		
State	16.6	18.7	46.0	33.5	41.1	

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: 29.7 (Subgroups with fewer than 10 students are not reported.)

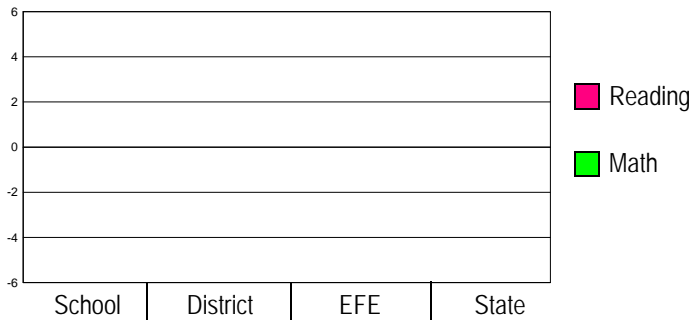
	All	Gender		Race					
		Male	Female	White	Black	Hispanic	Asian	American Indian	Multi-racial
School	28.3	28.0	28.6	27.2					
District	28.3	28.0	28.6	27.2					
EFE	37.0	36.5	37.4	37.6	30.8				
State	42.5	46.4	37.7	49.2	14.1	30.3	64.6	44.1	37.3

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
School		12.5	30.5			
District		12.5	30.5			
EFE		19.7	38.3	33.3		
State	27.6	16.1	40.4	25.3	20.6	

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.

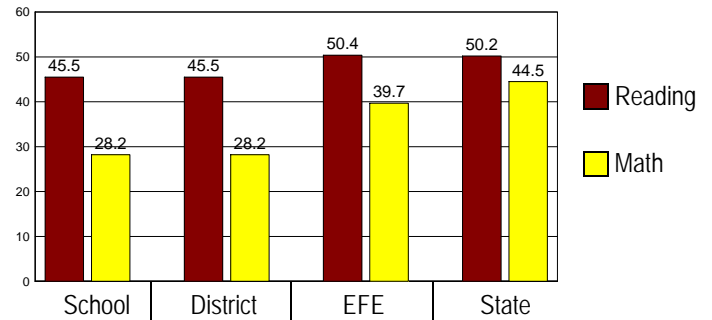
**CTE Explorers' Performances (%)**

Reading and Math - Overall Subgroup



**CTE Investors' Performances (%)**

Reading and Math - Overall Subgroup



**2S1 - Technical Skill Attainment (%)** AALP: 32.2 (Subgroups with fewer than 10 students are not reported.)

	All	Gender		Race					
		Male	Female	White	Black	Hispanic	Asian	American Indian	Multi-racial
School	24.8	26.2	23.5	30.1	2.5				10.0
District	24.8	26.2	23.5	30.1	2.5				10.0
EFE	29.3	29.3	29.4	35.1	4.4				8.3
State	60.4	60.2	60.8	65.0	43.6	51.2	73.8	54.5	50.2

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
School		20.6	29.1			
District		20.6	29.1			
EFE		15.2	32.6	15.8		
State	43.8	25.7	57.8	51.4	50.7	17.6

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 (%)** AALP: 82.0 (Subgroups with fewer than 10 students are not reported.)

	All	Gender		Race					
		Male	Female	White	Black	Hispanic	Asian	American Indian	Multi-racial
School	100.0	100.0	100.0	100.0	100.0				
District	100.0	100.0	100.0	100.0	100.0				
EFE	99.4	99.4	99.4	99.3	100.0				
State	95.3	95.1	95.7	96.8	89.8	92.3	97.2	92.9	95.1

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
School		100.0	100.0			
District		100.0	100.0			
EFE		100.0	99.3	100.0		
State	93.7	91.1	95.5	92.9	93.9	92.9

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	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.

**5S1 - Secondary Placement (%)** AALP: 59.4 (Subgroups with fewer than 10 students are not reported.)

	All	Gender		Race					
		Male	Female	White	Black	Hispanic	Asian	American Indian	Multi-racial
School	30.8	33.3	27.5	37.0	6.7				
District	30.8	33.3	27.5	37.0	6.7				
EFE	63.2	60.5	65.9	64.4	58.0				
State	72.7	70.7	75.5	75.4	57.5	68.5	75.3	59.0	77.0

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
School		40.0	34.1			
District		40.0	34.1			
EFE		46.3	60.1	64.7		
State	79.3	65.3	72.2	64.0	67.9	

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, 2007 would be assessed between October 1, 2007 and December 31, 2007).

**6S1 - Nontraditional Participation (%)** AALP: 8.5 (Subgroups with fewer than 10 students are not reported.)

	All	Gender		Race					
		Male	Female	White	Black	Hispanic	Asian	American Indian	Multi-racial
School	23.3	7.4	42.5	21.3	29.7				35.7
District	23.3	7.4	42.5	21.3	29.7				35.7
EFE	27.4	14.9	51.9	28.9	21.6	33.3			26.3
State	28.8	22.3	41.2	27.7	33.8	27.8	35.4	25.3	27.2

	Limited English Proficiency	Students with Disabilities	Economic Disadvantage	Single Parent	Displaced Homemaker
School		13.9			
District		13.9			
EFE		25.1	21.8		
State	26.5	26.0	30.5	35.8	30.8

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: 14.2 (Subgroups with fewer than 10 students are not reported.)

	All	Gender		Race					
		Male	Female	White	Black	Hispanic	Asian	American Indian	Multi-racial
<b>School</b>	20.1	5.2	36.9	18.0	29.6				
<b>District</b>	20.1	5.2	36.9	18.0	29.6				
<b>EFE</b>	22.7	14.4	32.8	21.2	31.0				
<b>State</b>	19.0	19.8	17.9	17.1	22.9	20.7	28.2	30.8	23.5

	Limited English Proficiency	Students with Disabilities	Economic Disadvantage	Single Parent	Displaced Homemaker
<b>School</b>		5.6			
<b>District</b>		5.6			
<b>EFE</b>		9.6	16.7		
<b>State</b>	30.0	20.4	21.8	18.5	

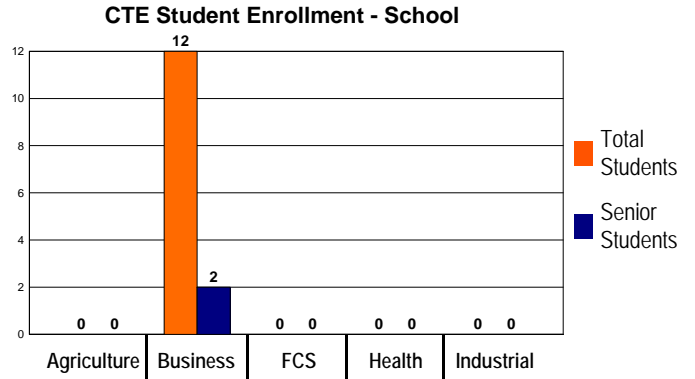
6S2 is the percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.





# CAREER AND TECHNICAL EDUCATION PERFORMANCE REPORT

Perkins IV Indicators - State Level	
1S1 Academic Attainment - Reading	40.36
1S2 Academic Attainment - Math	40.00
2S1 Technical Skill Attainment	40.00
3S1 Secondary School Completion	95.00
4S1 Student Graduation Rates	--
5S1 Secondary Placement	75.00
6S1 Nontraditional Participation	12.10
6S2 Nontraditional Completion	20.50



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	--	--	--	--	--	--	1.5	--

### 4S1 - Student Graduation Rates (%)

	All	Gender		Race					
		Male	Female	White	Black	Hispanic	Asian	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.

**5S1 - Secondary Placement (%)** Subgroups with fewer than 10 students are not reported.

	All	Gender		Race					
		Male	Female	White	Black	Hispanic	Asian	American Indian	Multi-racial
School									
District									
EFE	63.2	60.5	65.9	64.4	58.0				
State	72.7	70.7	75.5	75.4	57.5	68.5	75.3	59.0	77.0

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
School						
District						
EFE		46.3	60.1	64.7		
State	79.3	65.3	72.2	64.0	67.9	

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, 2007 would be assessed between October 1, 2007 and December 31, 2007).

**6S1 - Nontraditional Participation (%)** AALP: 1.5 (Subgroups with fewer than 10 students are not reported.)

	All	Gender		Race					
		Male	Female	White	Black	Hispanic	Asian	American Indian	Multi-racial
School	36.4			36.4					
District	36.4			36.4					
EFE	27.4	14.9	51.9	28.9	21.6	33.3			26.3
State	28.8	22.3	41.2	27.7	33.8	27.8	35.4	25.3	27.2

	Limited English Proficiency	Students with Disabilities	Economic Disadvantage	Single Parent	Displaced Homemaker
School					
District					
EFE		25.1	21.8		
State	26.5	26.0	30.5	35.8	30.8

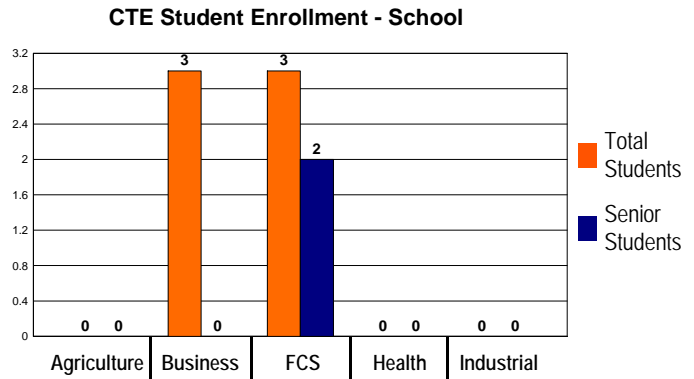
6S1 is the percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.





# CAREER AND TECHNICAL EDUCATION PERFORMANCE REPORT

Perkins IV Indicators - State Level	
1S1 Academic Attainment - Reading	40.36
1S2 Academic Attainment - Math	40.00
2S1 Technical Skill Attainment	40.00
3S1 Secondary School Completion	95.00
4S1 Student Graduation Rates	--
5S1 Secondary Placement	75.00
6S1 Nontraditional Participation	12.10
6S2 Nontraditional Completion	20.50



*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	--	--	--	--	--	--	--	--

## 4S1 - Student Graduation Rates (%)

	All	Gender		Race					
		Male	Female	White	Black	Hispanic	Asian	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 (%)**

Subgroups with fewer than 10 students are not reported.

	All	Gender		Race					
		Male	Female	White	Black	Hispanic	Asian	American Indian	Multi-racial
<b>School</b>									
<b>District</b>									
<b>EFE</b>	27.4	14.9	51.9	28.9	21.6	33.3			26.3
<b>State</b>	28.8	22.3	41.2	27.7	33.8	27.8	35.4	25.3	27.2

	Limited English Proficiency	Students with Disabilities	Economic Disadvantage	Single Parent	Displaced Homemaker
<b>School</b>					
<b>District</b>					
<b>EFE</b>		25.1	21.8		
<b>State</b>	26.5	26.0	30.5	35.8	30.8

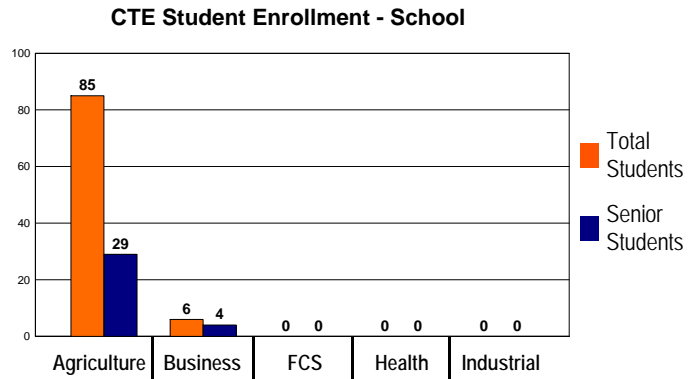
6S1 is the percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.





# CAREER AND TECHNICAL EDUCATION PERFORMANCE REPORT

Perkins IV Indicators - State Level	
1S1 Academic Attainment - Reading	40.36
1S2 Academic Attainment - Math	40.00
2S1 Technical Skill Attainment	40.00
3S1 Secondary School Completion	95.00
4S1 Student Graduation Rates	--
5S1 Secondary Placement	75.00
6S1 Nontraditional Participation	12.10
6S2 Nontraditional Completion	20.50



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	--	--	--	--	--	--	3.1	--

**1S1 - Academic Attainment-Reading/Language Arts (%)** Subgroups with fewer than 10 students are not reported.

	All	Gender		Race					
		Male	Female	White	Black	Hispanic	Asian	American Indian	Multi-racial
School									
District									
EFE	49.6	44.3	54.5	50.9	30.8				
State	48.2	46.5	50.4	54.5	25.8	33.3	58.9	50.0	46.6

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
School						
District						
EFE		19.7	51.4	36.4		
State	16.6	18.7	46.0	33.5	41.1	

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 (%)**

Subgroups with fewer than 10 students are not reported.

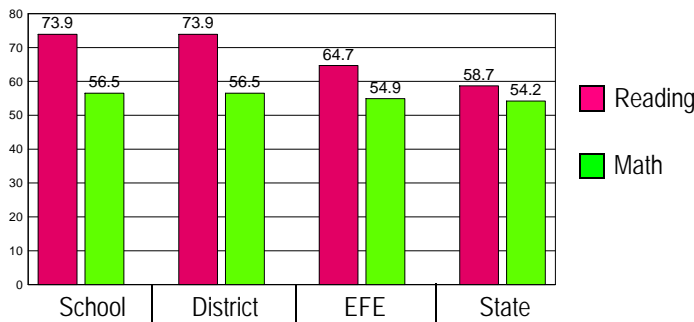
	All	Gender		Race					
		Male	Female	White	Black	Hispanic	Asian	American Indian	Multi-racial
School									
District									
EFE	37.0	36.5	37.4	37.6	30.8				
State	42.5	46.4	37.7	49.2	14.1	30.3	64.6	44.1	37.3

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
School						
District						
EFE		19.7	38.3	33.3		
State	27.6	16.1	40.4	25.3	20.6	

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.

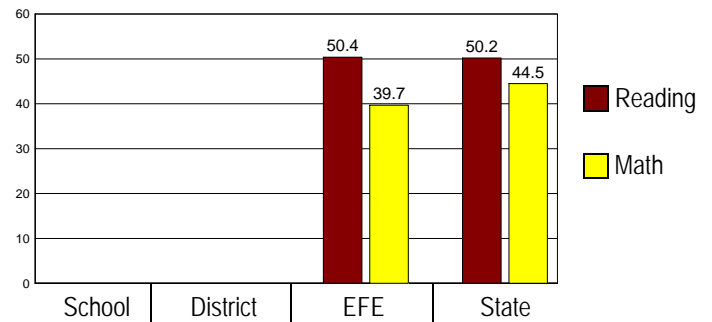
**CTE Explorers' Performances (%)**

Reading and Math - Overall Subgroup



**CTE Investors' Performances (%)**

Reading and Math - Overall Subgroup



**2S1 - Technical Skill Attainment (%)**

Subgroups with fewer than 10 students are not reported.

	All	Gender		Race					
		Male	Female	White	Black	Hispanic	Asian	American Indian	Multi-racial
School									
District									
EFE	29.3	29.3	29.4	35.1	4.4				8.3
State	60.4	60.2	60.8	65.0	43.6	51.2	73.8	54.5	50.2

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
School						
District						
EFE		15.2	32.6	15.8		
State	43.8	25.7	57.8	51.4	50.7	17.6

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 (%)**

Subgroups with fewer than 10 students are not reported.

	All	Gender		Race					
		Male	Female	White	Black	Hispanic	Asian	American Indian	Multi-racial
School									
District									
EFE	99.4	99.4	99.4	99.3	100.0				
State	95.3	95.1	95.7	96.8	89.8	92.3	97.2	92.9	95.1

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
School						
District						
EFE		100.0	99.3	100.0		
State	93.7	91.1	95.5	92.9	93.9	92.9

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	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.

**5S1 - Secondary Placement (%)** Subgroups with fewer than 10 students are not reported.

	All	Gender		Race					
		Male	Female	White	Black	Hispanic	Asian	American Indian	Multi-racial
School									
District									
EFE	63.2	60.5	65.9	64.4	58.0				
State	72.7	70.7	75.5	75.4	57.5	68.5	75.3	59.0	77.0

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
School						
District						
EFE		46.3	60.1	64.7		
State	79.3	65.3	72.2	64.0	67.9	

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, 2007 would be assessed between October 1, 2007 and December 31, 2007).

**6S1 - Nontraditional Participation (%)** AALP: 3.1 (Subgroups with fewer than 10 students are not reported.)

	All	Gender		Race					
		Male	Female	White	Black	Hispanic	Asian	American Indian	Multi-racial
School	27.9	6.9	71.4	28.6					
District	27.9	6.9	71.4	28.6					
EFE	27.4	14.9	51.9	28.9	21.6	33.3			26.3
State	28.8	22.3	41.2	27.7	33.8	27.8	35.4	25.3	27.2

	Limited English Proficiency	Students with Disabilities	Economic Disadvantage	Single Parent	Displaced Homemaker
School					
District					
EFE		25.1	21.8		
State	26.5	26.0	30.5	35.8	30.8

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.

