**District Name:**

Record your district’s actual aggregated performance levels for the past 3 years in the tables below.

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Core Indicator | **2014-15**  **State Performance Target**  **(90%)** | **2014-15 Local  Performance Result** | | **2015-16**  **State Performance Target**  **(90%)** | **2015-16**  **Local Performance Result** | | **2016-17**  **State Performance Target**  **(90%)** | **2016-17**  **Local Performance Result** | | Target Met within 90%?  **Yes/No** | |
| 1S1 - Academic Attainment in Reading/ Language Arts | 82.22% | % | | 82.22% | % | | N/A  no testing | % | |  | |
| 1S2 - Academic Attainment in Mathematics | 71.95% | % | | 71.95% | % | | N/A  no testing | % | |  | |
| 2S1 - Technical Skill Attainment | 69.00% | % | | 91.00% | % | | 91.00% | % | |  | |
| 3S1 - School Completion | 91.00% | % | | 86.00% | % | | 86.00% | % | |  | |
| 4S1 – Student Graduation Rate | 80.00% | % | | 90.00% | % | | 90.00 % | % | |  | |
| 5S1 – Placement in Education and/or Employment | 85.50% | % | | 80.50% | % | | 85.50% | % | |  | |
| 6S1 – Nontraditional Participation | 38.00% | **M** | **F** | 33.00% | **M** | **F** | 33.00 % | **M** | **F** | **M** | **F** |
| % | % | % | % | % | % |  |  |
| 6S2 – Nontraditional Completion | 29.28% | **M** | **F** | 28.25% | **M** | **F** | 28.25 % | **M** | **F** | **M** | **F** |
| % | % | % | % | % | % |  |  |

Examine data trends to see if CTE program activities need to be adjusted to address consistent deficiencies in meeting federally approved adjusted levels of performance.

***FY 2016-17 Disaggregated CTE Student Performance***

Met? Enter “**Y**”, “**N**” *or* “-“meaning no students reported

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Secondary Population** | **1S1** | **1S2** | **2S1** | **3S1** | **4S1** | **5S1** | **6s1** | | **6s2** | |
| **Gender** |  |  |  |  |  |  | These measures are divided by gender | | | |
| Male |  |  |  |  |  |  |  |  |  |  |
| Female |  |  |  |  |  |  |  |  |  |  |
| **Race/Ethnicity** |  |  |  |  |  | Disaggregated data Not available, numbers are too small | **M** | **F** | **M** | **F** |
| Alaska Native |  |  |  |  |  |  |  |  |  |
| American Indian |  |  |  |  |  |  |  |  |  |
| Asian |  |  |  |  |  |  |  |  |  |
| Black or African American |  |  |  |  |  |  |  |  |  |
| Hispanic/Latino |  |  |  |  |  |  |  |  |  |
| Native Hawaiian/Pacific Islander |  |  |  |  |  |  |  |  |  |
| White (Caucasian) |  |  |  |  |  |  |  |  |  |
| Two or More Races |  |  |  |  |  |  |  |  |  |
| **Special Populations** |  |  |  |  |  | **M** | **F** | **M** | **F** |
| Individuals with Disabilities |  |  |  |  |  |  |  |  |  |
| Individuals with 504 Plans |  |  |  |  |  |  |  |  |  |
| Economically Disadvantaged |  |  |  |  |  |  |  |  |  |
| Single Parents |  |  |  |  |  |  |  |  |  |
| Displaced Homemakers |  |  |  |  |  |  |  |  |  |
| Limited English Proficient |  |  |  |  |  |  |  |  |  |
| Migrant Status |  |  |  |  |  |  |  |  |  |
| Nontraditional Occupations |  |  |  |  |  |  |  |  |  |
| Employment |  |  |  |  |  |  | Male | Female | Male | Female |
| Military Service |  |  |  |  |  |  |
| Postsecondary Education |  |  |  |  |  |  |

Examine disaggregated data trends to see if CTE program activities need to be adjusted to address consistent deficiencies in meeting federally approved adjusted levels of performance.