

Clay/Jasper/Richland/N Wayne RDS

1S1: Four-Year Graduation Rate: The percentage of CTE concentrators who graduate high school as measured by the four-year adjusted cohort graduation rate (as defined in Section 8101 of the Elementary and Secondary Education Act of 1965).

Performance Indicator Target: 95.2%

90% of PI Target: 85.68%

Local v. Statewide Data Comparison

Data Metric	Local	Statewide
All Students - Number of Concentrators	320	57,946
All Students - Number of Concentrators that Met Requirements	293	55,541
Percentage of Concentrators that Met Requirements		
All Students	91.56	95.85
Gender: Male	93.7	96.72
Gender: Female	57.14	95.12
Race: Hispanic/Latino	57.14	95.12
Race: American Indian/Alaskan	100	93.7
Race: Asian	100	98.47
Race: Black/African America	NULL	94.4
Race: Hawaiian/Pacific Islander	NULL	92.68
Race: White	93.05	96.25
Race: Two or More	50	94.8
Special Population: English Learners	100	90.51
Special Population: Migrant	NULL	100
Special Population: IEP	83.33	89.87
Special Population: Low-Income	82.41	93.47
Special Population: Homeless	61.11	88.66
Special Population: Military Connected	100	96.83
Special Population: Youth in Care	100	74.34
Special Population: Non-Traditional	92.75	96.43
Special Population: Single Parent	0	94.47
Special Population: Displaced Homemaker	NULL	100

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1S2: Extended Graduation Rate: The percentage of CTE concentrators who graduate high school as measured by the extended-year adjusted graduation rate as defined in such Section 8101(within six years of entering high school).

Performance Indicator Target: 95.4%

90% of PI Target: 85.86%

Local v. Statewide Data Comparison

Data Metric	Local	Statewide
All Students - Number of Concentrators	350	60,519
All Students - Number of Concentrators that Met Requirements	332	57,703
Percentage of Concentrators that Met Requirements		
All Students	94.86	95.35
Gender: Male	95.04	96.19
Gender: Female	57.14	93.53
Race: Hispanic/Latino	57.14	93.53
Race: American Indian/Alaskan	NULL	91.6
Race: Asian	0	97.82
Race: Black/African America	100	92.79
Race: Hawaiian/Pacific Islander	NULL	92.45
Race: White	95.86	96.28
Race: Two or More	100	95.6
Special Population: English Learners	0	87.45
Special Population: Migrant	NULL	100
Special Population: IEP	100	89.81
Special Population: Low-Income	89.66	92.35
Special Population: Homeless	100	88.86
Special Population: Military Connected	NULL	98.34
Special Population: Youth in Care	NULL	85.11
Special Population: Non-Traditional	98.17	96.58
Special Population: Single Parent	NULL	67.72
Special Population: Displaced Homemaker	NULL	100

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2S1: Academic Proficiency in Reading: CTE concentrator proficiency in the challenging state academic standards adopted by the state under Section 1111(b)(1) of the ESEA of 1965, as measured by the academic assessments in reading/language arts as described in Section 1111(b)(2) of such Act.

Performance Indicator Target: 36.1%
90% of PI Target: 32.49%

Local v. Statewide Data Comparison

Data Metric	Local	Statewide
All Students - Number of Concentrators	309	55,308
All Students - Number of Concentrators that Met Requirements	83	19,066
Percentage of Concentrators that Met Requirements		
All Students	26.86	34.47
Gender: Male	35	36.03
Gender: Female	20	20.45
Race: Hispanic/Latino	20	20.45
Race: American Indian/Alaskan	0	23.33
Race: Asian	25	60.54
Race: Black/African America	NULL	13.08
Race: Hawaiian/Pacific Islander	NULL	39.47
Race: White	27.12	41.19
Race: Two or More	25	38.65
Special Population: English Learners	0	0.96
Special Population: Migrant	NULL	0
Special Population: IEP	4.55	7.02
Special Population: Low-Income	17.35	17.91
Special Population: Homeless	6.25	12.89
Special Population: Military Connected	0	31.71
Special Population: Youth in Care	0	11.24
Special Population: Non-Traditional	28.04	38.21
Special Population: Single Parent	0	27.01
Special Population: Displaced Homemaker	NULL	0

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2S2: Academic Proficiency in Mathematics: CTE concentrator proficiency in the challenging state academic standards adopted by the state under Section 1111(b)(1) of the ESEA of 1965, as measured by the academic assessments in mathematics as described in Section 1111(b)(2) of such Act.

Performance Indicator Target: 34.7%
90% of PI Target: 31.23%

Local v. Statewide Data Comparison

Data Metric	Local	Statewide
All Students - Number of Concentrators	309	55,308
All Students - Number of Concentrators that Met Requirements	58	18,759
Percentage of Concentrators that Met Requirements		
All Students	18.77	33.92
Gender: Male	20	31.04
Gender: Female	20	19.48
Race: Hispanic/Latino	20	19.48
Race: American Indian/Alaskan	0	30.83
Race: Asian	25	69.54
Race: Black/African America	NULL	10.89
Race: Hawaiian/Pacific Islander	NULL	36.84
Race: White	18.64	40.34
Race: Two or More	25	37.09
Special Population: English Learners	0	3.04
Special Population: Migrant	NULL	0
Special Population: IEP	0	6.43
Special Population: Low-Income	8.16	16.5
Special Population: Homeless	0	10.1
Special Population: Military Connected	0	31.71
Special Population: Youth in Care	0	3.37
Special Population: Non-Traditional	21.16	37.27
Special Population: Single Parent	0	17.54
Special Population: Displaced Homemaker	NULL	33.33

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2S3: Academic Proficiency in Science: CTE concentrator proficiency in the challenging state academic standards adopted by the state under Section 1111(b)(1) of the ESEA of 1965, as measured by the academic assessments in science as described in Section 1111(b)(2) of such Act.

Performance Indicator Target: 35.8%
90% of PI Target: 32.22%

Local v. Statewide Data Comparison

Data Metric	Local	Statewide
All Students - Number of Concentrators	290	49,264
All Students - Number of Concentrators that Met Requirements	117	20,687
Percentage of Concentrators that Met Requirements		
All Students	40.34	41.99
Gender: Male	42.98	39.87
Gender: Female	50	28.17
Race: Hispanic/Latino	50	28.17
Race: American Indian/Alaskan	0	32.04
Race: Asian	20	63.65
Race: Black/African America	NULL	15.92
Race: Hawaiian/Pacific Islander	NULL	51.52
Race: White	41.09	49.34
Race: Two or More	25	47.13
Special Population: English Learners	0	2.97
Special Population: Migrant	NULL	0
Special Population: IEP	4.76	11.79
Special Population: Low-Income	32.22	25.89
Special Population: Homeless	23.08	20.67
Special Population: Military Connected	0	37.58
Special Population: Youth in Care	0	15.15
Special Population: Non-Traditional	41.11	44.53
Special Population: Single Parent	0	27.12
Special Population: Displaced Homemaker	NULL	33.33

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4S1: Nontraditional Program: The percentage of CTE concentrators in CTE programs and programs of study that lead to fields in which their gender is underrepresented.

Performance Indicator Target: 40.1%
90% of PI Target: 36.09%

Local v. Statewide Data Comparison

Data Metric	Local	Statewide
All Students - Number of Concentrators	325	57,075
All Students - Number of Concentrators that Met Requirements	194	23,223
Percentage of Concentrators that Met Requirements		
All Students	59.69	40.69
Gender: Male	50.78	52.36
Gender: Female	50	35.88
Race: Hispanic/Latino	50	35.88
Race: American Indian/Alaskan	50	44.88
Race: Asian	0	41.6
Race: Black/African America	NULL	41.83
Race: Hawaiian/Pacific Islander	NULL	40
Race: White	61.04	42.15
Race: Two or More	50	39.95
Special Population: English Learners	0	29.74
Special Population: Migrant	NULL	75
Special Population: IEP	60.87	30.15
Special Population: Low-Income	60.71	39.38
Special Population: Homeless	75	45.38
Special Population: Military Connected	100	37.1
Special Population: Youth in Care	100	47.47
Special Population: Non-Traditional	100	100
Special Population: Single Parent	50	48.65
Special Population: Displaced Homemaker	NULL	100

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5S2: Program Quality – Attained Postsecondary Credits: The percentage of CTE concentrators graduating from high school having attained postsecondary credits in the relevant career and technical education program or program of study earned through a dual or concurrent enrollment or another credit transfer agreement.

Performance Indicator Target: 30.9%

90% of PI Target: 27.81%

Local v. Statewide Data Comparison

Data Metric	Local	Statewide
All Students - Number of Concentrators	299	56,628
All Students - Number of Concentrators that Met Requirements	131	17,854
Percentage of Concentrators that Met Requirements		
All Students	43.81	31.53
Gender: Male	50.41	31.46
Gender: Female	60	32.21
Race: Hispanic/Latino	60	32.21
Race: American Indian/Alaskan	100	30.65
Race: Asian	50	26.48
Race: Black/African America	NULL	29.26
Race: Hawaiian/Pacific Islander	NULL	20
Race: White	43.71	32.08
Race: Two or More	0	32.91
Special Population: English Learners	100	29.5
Special Population: Migrant	NULL	25
Special Population: IEP	38.1	30.41
Special Population: Low-Income	47.31	31.4
Special Population: Homeless	58.33	29.86
Special Population: Military Connected	100	32.43
Special Population: Youth in Care	100	24.74
Special Population: Non-Traditional	41.21	29.55
Special Population: Single Parent	NULL	35.68
Special Population: Displaced Homemaker	NULL	0

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5S3: Program Quality – Work-Based Learning: The percentage of CTE concentrators graduating from high school having participated in work-based learning.

Performance Indicator Target: 6.9%

90% of PI Target: 6.21%

Local v. Statewide Data Comparison

Data Metric	Local	Statewide
All Students - Number of Concentrators	299	56,628
All Students - Number of Concentrators that Met Requirements	68	3,854
Percentage of Concentrators that Met Requirements		
All Students	22.74	6.81
Gender: Male	18.18	6.41
Gender: Female	0	4.89
Race: Hispanic/Latino	0	4.89
Race: American Indian/Alaskan	0	3.23
Race: Asian	25	2.51
Race: Black/African America	NULL	6.4
Race: Hawaiian/Pacific Islander	NULL	10
Race: White	23.43	7.9
Race: Two or More	0	7.49
Special Population: English Learners	0	5.44
Special Population: Migrant	NULL	0
Special Population: IEP	33.33	10.3
Special Population: Low-Income	25.81	7.1
Special Population: Homeless	33.33	8
Special Population: Military Connected	0	4.58
Special Population: Youth in Care	0	12.37
Special Population: Non-Traditional	22.53	7.45
Special Population: Single Parent	NULL	16.43
Special Population: Displaced Homemaker	NULL	33.33